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THE UNIVERSITY OF ALBERTA

HIGH SCHOOL STUDENTS' SATISFACTION WITH HIGH SCHOOL EXPERIENCES

BY

FLORENCE ANNE GLANFIELD

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled High School Students' Satisfaction with High School Experiences submitted by Florence Anne Glanfield in partial fulfilment of the requirements for the degree of Master of Education.

David Friesen
Supervisor

Date: October 3, 1989

ABSTRACT

This study examined the overall level of satisfaction among high school students and its relationship to background and other variables. The selected background variables were age, grade, gender, program, plans for further education, father's highest education, and mother's highest education. The other variables selected were the number of school-related extracurricular activities, last year's average mark, the number of hours working in a paying job after school. The study examined the satisfaction levels of students with various aspects of their school experiences and asked which, of the variables and school experiences, were the best predictors of overall student satisfaction. Finally, the most satisfying and dissatisfying experiences for high school students were identified through the responses of students.

The sample for this study included 1,156 students enrolled in grades 10, 11, and 12 in a Northeastern Alberta community. Students were asked to complete a 33-item questionnaire survey that contained questions of both a structured and an unstructured format. The Student Satisfaction Survey required respondents to select the most appropriate responses on scales with two to six possible choices and respond to two open-ended questions.

General findings of the study indicated that, on the average, high school students were satisfied with their high school experiences and with school overall. Students were particularly satisfied with their social relationships in school and with the courses that they were presently taking and were particularly dissatisfied with their relationships with administrators, their involvement in important decisions, and the attendance policy in their school. The personal background variables (age, grade, gender, father's highest level of education and mother's highest level of education) were not significantly related to the degree of satisfaction expressed by students. The two remaining background variables, program and plans for further education, were related to student satisfaction. Students with

an average mark in the 70 - 100 range were more satisfied with school than were students with an average mark of less than 70. Although the number of school-related extracurricular activities that students participated in had no significant impact on their satisfaction, those students who did participate in school-related extracurricular activities were more satisfied than those students who did not participate. Generally, student satisfaction was not related to the number of hours students worked in a paying job after school nor was it related to the student working or not working. The best predictor of overall satisfaction was students' satisfaction with their relationships with their teachers. Students identified peers, courses, extracurricular involvement, teachers, learning atmosphere, non-class time, facilities, the way students are treated, school policy, homework, student council and administration as being both satisfying and dissatisfying experiences in their school life.

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TABLE OF CONTENTS

PAGE

LIST OF TABLES xiii

CHAPTER

1. OVERVIEW AND PURPOSE OF THE STUDY 1

Introduction 1

Purposes of the Study 3

Significance of the Study 3

Practical Significance 3

Theoretical Significance 4

Definitions of Terms 4

Delimitations 4

Assumptions 5

Limitations 5

Organization of the Thesis 6

2. REVIEW OF THE RELATED LITERATURE 7

Overall Satisfaction of High School Students 7

Age 13

Grade 13

Gender 14

Program 15

Plans for Further Education 15

Education Level of Parents 15

Number of School-Related Extracurricular Activities 16

Last Year's Average Mark 16

Number of Hours Working in a Paying Job After School 17

CHAPTER ..... PAGE

Other Aspects of School Experiences 18

Summary 20

3. RESEARCH DESIGN AND METHODOLOGY 21

Research Design 21

Research Problem 21

Nature of the Study 23

The Sample 23

Research Methodology 24

Quantitative and Qualitative Methods 24

Permission to Conduct the Research 24

Data Collection 25

Data Analysis 25

Presentation of Findings 26

Research Instrument 27

Questionnaire 27

Instrument Validation 28

Reliability 28

Summary 28

4. DESCRIPTION OF THE SAMPLE AND

OVERALL SATISFACTION 29

Selected Background Variables 29

Age 29

Grade 30

Gender 30

Program 32

Plans for Future Education 32

CHAPTER ..... PAGE

Father's Highest Education 32

Mother's Highest Education 32

Selected Variables 35

Number of School-Related Extracurricular Activities 35

Last Year's Average Mark 35

Number of Hours Worked After School 35

Degree of Satisfaction on Each Item and Overall Satisfaction 38

Freedom to be Creative 38

Social Relationships in School 38

Opportunity to Use Abilities 38

Relationships with Students 40

Praise for Doing Good Work 40

Physical Working Conditions in School 40

Testing and Grading 40

Sense of Achievement 41

Recognition of Work 41

Amount of Homework 41

Freedom to Use Own Judgment 41

Relationships with Teachers 41

Involvement in Important Decisions 42

Relationships with Administrators 42

Intellectual Stimulation 42

Discipline Used in School 42

Attendance Policy in School 43

Courses Taking Now 43

Opportunity to Influence Others 43

CHAPTER ..... PAGE

Student Council 43

Overall Satisfaction with School 43

Ranking of Satisfiers 44

Summary 44

5. ANALYSIS OF QUANTITATIVE DATA 47

Introduction 47

Overall Satisfaction and Selected Background Variables 47

Age 48

Grade 48

Gender 51

Program 51

Plans for Further Education 54

Father's Highest Education 57

Mother's Highest Education 59

Summary 59

Overall Satisfaction by Selected Variables 62

Number of School-Related Extracurricular Activities 62

Last Year's Average Mark 66

Number of Hours in a Paying Job After School 71

Predictors of Overall Satisfaction 76

Discussion of Predictors of Overall Satisfaction 78

Summary 81

6. SATISFIERS AND DISSATISFIERS AS IDENTIFIED BY STUDENTS 83

Satisfiers 83

Peers 83

CHAPTER PAGE

Courses 85
Extracurricular Involvement 85
Teachers 86
Learning Atmosphere 87
Non-Class Time 87
Facilities 88
The Way Students are Treated 88
School Policy 89
Homework 89
Student Council 89
Administrators 89
Dissatisfiers 90
School Policy 90
Non-Class Time 92
Teachers 93
Learning Atmosphere 93
Homework 94
Extracurricular Involvement 95
Courses 95
Peers 96
The Way Students are Treated 96
Administrators 97
Facilities 98
Student Council 98
Summary 99

CHAPTER PAGE

7. SUMMARY, CONCLUSIONS AND IMPLICATIONS 102

Overview of the Study 102

Practical Significance 103

Theoretical Significance 103

Conceptual Framework 104

Sample 104

Research Methodology 104

Summary of the Findings 105

Conclusions 110

Implications for Research and Practice 112

PAGE

BIBLIOGRAPHY 117

APPENDIX THE QUESTIONNAIRE 120

LIST OF TABLES

Table	Description	Page
4.1	Frequency and Percentage Frequency Distribution of Respondents Classified by Age	30
4.2	Frequency and Percentage Frequency Distribution of Respondents Classified by Grade	31
4.3	Frequency and Percentage Frequency Distribution of Respondents Classified by Gender	31
4.4	Frequency and Percentage Frequency Distribution of Respondents Classified by Program	33
4.5	Frequency and Percentage Frequency Distribution of Respondents Classified by Plans for Future Education	33
4.6	Frequency and Percentage Frequency Distribution of Respondents Classified by Father's Highest Education	34
4.7	Frequency and Percentage Frequency Distribution of Respondents Classified by Mother's Highest Education	34
4.8	Frequency and Percentage Frequency Distribution of Respondents Classified by the Number of School-Related Extracurricular Activities	36
4.9	Frequency and Percentage Frequency Distribution of Respondents Classified by Last Year's Average Mark	36
4.10	Frequency and Percentage Frequency Distribution of Respondents Classified by the Number of Hours Worked After School	37
4.11	Percentage Frequency of the Degree of Satisfaction on Each Item and on Overall Satisfaction	39
4.12	Percentage Frequency of the Degree of Satisfaction on Each Item	45
5.1	One-Way Analysis of Variance for Mean Scores on Satisfaction Indicators Classified by Age	49
5.2	One-Way Analysis of Variance for Mean Scores on Satisfaction Indicators Classified by Grade	50
5.3	T-Test Analysis for Mean Scores on Satisfaction Indicators Classified by Gender	52

Table	Description	Page
5.4	T-Test Analysis for Mean Scores on Satisfaction Indicators Classified by Program	53
5.5	One-Way Analysis of Variance for Mean Scores on Satisfaction Indicators Classified by Plans for Further Education	55
5.6	One-Way Analysis of Variance for Mean Scores on Satisfaction Indicators Classified by Father's Highest Education	58
5.7	One-Way Analysis of Variance for Mean Scores on Satisfaction Indicators Classified by Mother's Highest Education	60
5.8	One-Way Analysis of Variance for Mean Scores on Satisfaction Indicators Classified by the Number of School-Related Extracurricular Activities	63
5.9	T-Test Analysis for Mean Scores on Satisfaction Indicators Classified by Participation in School-Related Extracurricular Activities	67
5.10	One-Way Analysis of Variance for Mean Scores on Satisfaction Indicators Classified by Last Year's Average Mark	68
5.11	T-Test Analysis for Mean Scores on Satisfaction Indicators Classified by Last Year's Average Mark	72
5.12	One-Way Analysis of Variance for Mean Scores on Satisfaction Indicators Classified by the Number of Hours in a Paying Job After School	73
5.13	T-Test Analysis for Mean Scores on Satisfaction Indicators Classified by Having a Paying Job or Not	75
5.14	Multiple Stepwise Linear Regression Analysis for Prediction of Overall Student Satisfaction with Background Variables and Satisfaction Indicators as Predictors	77
6.1	School Experiences Identified by Students as Most Satisfying in Their School Life	84
6.2	School Experiences Identified by Students as Most Dissatisfying in Their School Life	91
6.3	Percentage of Students Mentioning Satisfying and Dissatisfying School Experiences	101

Chapter 1

Overview and Purpose of the Study

Introduction

Satisfaction is often studied in the work environment. Examining the degree of job satisfaction of employees is based on the assumption that satisfied employees will produce more work and work of higher quality. From his survey of major studies on job satisfaction, Locke (1976) concluded that sense of achievement is significantly related to job satisfaction. Vroom (1964) stated that "job satisfaction and job attitudes are typically used interchangeably" and "positive attitudes toward the job are conceptually equivalent to job satisfaction" (p. 99). Research on student satisfaction tends to proceed with similar assumptions.

Rich and Darom (1981) conducted a study that examined "pupils' perceptions of school life in advantaged and disadvantaged schools" in Israel. Rich and Darom (1981) stated that "researchers tend to interchange terms such as perceptions of school life, satisfaction with school and attitudes toward school" (p. 204). They further stated that the "concepts are not identical" and defined the three as follows:

> Perception is the most encompassing concept, referring to an awareness of events involving a number of sensory processes. It may or may not include an evaluative component. Attitudes are generally understood to be composed of affective and cognitive dimensions, which may be more or less emotional or evaluative, and more or less related to specific behaviors. Satisfaction is one type of attitude that may be emotional or evaluative, depending on how it is measured. (p. 204)

Applegate (1981) indicated that "within the last 10 years public concern over the outcomes of student dissatisfaction has grown" (p. 49). She stated that the reason for studying sources of student dissatisfaction was

> If educators are going to act to solve problems and help students learn to cope with frustrations, they need to understand how the adolescent sees his or her world.

> Educators need to know what students' goals are and whether schools assist or interfere with their attainment. Insight into adolescents' perceptions of school-related problems should be useful in guiding students toward constructive rather than destructive activity. (p. 49)

Satisfied students are expected to produce higher quality work, as well as be intrinsically motivated to complete more tasks. Glasser (1987) refers to this link between satisfaction and achievement when he says "as a society we're failing to understand that students will not work in classes that do not satisfy their needs" (Gough, 1987, p. 657). Glasser (1987) further states that student needs "are the same as those of everyone else" (Gough, 1987, p. 657). Epstein and McPartland (1976) state that

> Student reactions to school are indicators of the quality of school life. Positive reactions to school may increase the likelihood that students will stay in school, develop lasting commitment to learning, and use the institution to advantage. At least, higher satisfaction with school, greater commitment, and more positive student-teacher relationships mean more enjoyable and stimulating hours spent in the compulsory school setting. In many respects, school satisfaction for youngsters is analogous to job satisfaction for adults. (p. 27-28)

Goodlad (1984) indicates that "to survive, an institution requires from its clients substantial faith in its usefulness and a measure of satisfaction with its performance" (p. 1). The clients were identified as parents and their children. Goodlad's Study of Schooling (1984) included, among other aspects of school, "students' satisfactions, interests, and perceptions of teachers, classroom activities, and school climate" (p. 16). Goodlad identified "satisfaction as a criterion of school quality" (1984, p. 30).

The interest in student motivation, quality of student work, student drop-outs, commitment to learning, and institution survival explains why educators are interested in examining student satisfaction in their schools. Both the student and the institution will benefit from research into satisfaction. However, very little research has been completed dealing with student satisfaction with their school experiences.

Purpose of the Study

The major purpose of the study was to examine high school students' overall level of satisfaction and their satisfaction with their high school experiences. The study served five other, related purposes: to examine the relationship between the degree of students' satisfaction, background and other variables; to identify school experiences that predict the level of students' satisfaction; and to identify the two most satisfying and two most dissatisfying school experiences of high school students.

Significance of the Study

Practical Significance.

The results of the study should be of particular interest to school administrators (principals, superintendents, school board members) and teachers. The study's practical significance is multidimensional. The results may assist in decision-making with respect to school programs -- both the financial aspects and the degree of importance a program should have within the school. This analysis goes beyond the satisfaction survey carried out in school districts such as Edmonton Public (1982-1987), where the focus was on a few aspects of school life, particularly satisfaction with teachers, principals, peers, activities at school, and the physical plant.

The financial aspect of any school program plays a major role in decisions related to the program. For instance, if results of the study show there is little correlation between participation in student activities and the overall satisfaction, should administrators examine the present level of funding for such programs? Further, if results demonstrate a strong correlation, should administrators increase the funding of student activity programs? The results of this study will, therefore, provide the data to assist in financial decisions.

The results of this study offer administrators and teachers insight into the effectiveness of programs.

Theoretical Significance

In the theoretical aspect, the study will add to the research on satisfaction. Specifically, it will add to the studies of high school student satisfaction and will provide a basis for future studies in the areas of student motivation, the quality of student work, student drop out, commitment to learning, and survival of the institution.

Definitions of Terms

The following terms are used throughout the study:

Student Satisfaction. The feelings or affective responses of students to school experiences, as measured by the 21-item scale used in this study.

School Program. The particular program route in which the student is presently enrolled.

School-Related Extracurricular Activities. These include the following: performing activities of athletics, music, drama, dance, publications, radio and television; school spirit; clubs; contests and community involvement projects; social events; special field trips; and special assemblies.

Delimitations

The following delimitations were applied to this study:

1. The study was restricted to one community in Alberta.
2. The study did not encompass schools with a population of more than 1000 students, schools with a population of less than 500 students, nor private schools.
3. The study was delimited to the factors perceived by students to affect student satisfaction with their high school experiences.
4. The study was delimited to the relationships perceived to exist between overall student satisfaction and the groups defined by the selected background and other variables.

Assumptions

The following assumptions were made in relation to this study:

1. That all respondents were able to comprehend each item in the research instrument, as intended by the researcher.
2. That differences do exist in the levels of satisfaction among students.
3. That student responses were not affected by the individual distributing the survey.
4. That responses given to the questionnaire were unbiased and honest.
5. That the sample for this study was adequate and representative enough to draw conclusions regarding student satisfaction.
6. Based on Colton and White (1985), that student satisfaction is both quantifiable and measurable.

Limitations

The delimitations and assumptions outlined previously constitute certain limitations to the study. The following limitations applied:

1. Students absent on the day that the questionnaire was administered were not able to complete the questionnaire at a later date.
2. The study was limited by the extent to which students responded honestly and sincerely.
3. The study was limited by the delimitation that it involved one community in Alberta. It is anticipated that the results may lead to hypotheses relating to high school student satisfaction in other communities and school systems, as a result of the similarities among high school students in general.

Organization of the Thesis

This chapter presents the background, significance, and purpose of the study. Definitions used in this study are clarified and the delimitations, assumptions and limitations are identified. The related literature is reviewed in Chapter 2.

Chapter 3 outlines the research design, methodology, and instrument. Details of the specific research problems, the data collection procedures, the data analysis procedures, and the instrument are discussed in the chapter.

The sample and overall satisfaction are described in Chapter 4. The statistical analysis of the quantitative data is presented in Chapter 5. The analysis of the data is organized to correspond to research problems 3, 4, and 5 as identified in Chapter 3. The analysis of the qualitative data is presented in Chapter 6.

The conclusion and implications of the study and recommendations for further research are provided in Chapter 7. The appendix presents a sample of the instrument used in the study.

Chapter 2

Review of the Related Literature

This study examined the overall level of satisfaction among high school students and its relationship to selected variables. The selected background variables were age, grade, gender, program, plans for further education, father's highest education, and mother's highest education. The other variables were the number of school-related extracurricular activities, last year's average mark, the number of hours working in a paying job after school. Finally the most satisfying and dissatisfying experiences for high school students were identified through the responses of students to two open-ended questions.

The literature review details theory and research in each for the variables used in the study.

Overall Satisfaction of High School Students

Clark (1987) reported on a 1986 survey of 1,712 high school seniors and their reaction to high school and their teachers. Of the total sample, approximately 66% of the students responded that they liked school, 9% indicated they did not like school and approximately 25% of the students did not indicate a preference. A major finding of the 1986 survey demonstrated that "liking school is strongly related to success in school" (Clark, 1987, p. 507).

Manor (1987) examined the types of high schools in Israel. The study compared the types of schools found in Israel to Moos' (1978) types and then related these types to educational success or failure. Two types of schools were identified: 1) "challenging type," where "task orientation, order and organization, and competition are the highest dimensions" (p. 186), and 2) "supportive type" where "teacher support, innovation, and affiliation" (p. 186) are emphasized. Students in the "challenging type" of school reported dissatisfaction in such an environment and an "unexpectedly high rate of dropping out" (p.

188), while students in the "supportive" environment reported "fairly high satisfaction with their classes and teachers."

Colton and White (1985) indicated that although "many educators express concern over the satisfaction of students with their schools...there has been little systematic investigation in the area of student satisfaction" (1985, p. 235). Colton and White (1985) defined student satisfaction "as a function of the perceived availability and importance of reinforcing events in the school environment" (1985, p. 237). Satisfaction would occur when rewards were available and dissatisfaction would occur when reinforcing events did not occur and punishing events did. An instrument entitled Students and Their Schools was developed to examine the extent to which "the availability and value of various events in the school environment predict student satisfaction" and "the different characteristics of satisfied and dissatisfied male and female high school students..." (p. 237). The results of the study suggested that "perceived availability of resources is positively related to student satisfaction. Students are likely to participate in a wider range of school related activities, both academic and extracurricular, if they have generalized feelings of satisfaction with school" (p. 244). In addition, the aspects of school that were most important in determining student satisfaction were "academic areas and social interactions" (p. 246).

Holland (1985) suggested that satisfaction with education is related to specific personality types. Holland identified six personality types: realistic, investigative, artistic, social, enterprising, and conventional. The greater the congruence between a student's and a teacher's personality type, the more satisfying the experience will be. Holland (1985) indicated that student dissatisfaction, attrition and delinquency "is probably a function not only of the failure to achieve minimal skills but also a failure in empathy or understanding, for teachers are largely Ss (social type) and dropouts are largely Rs (realistic type) -- opposites in the hexagonal model" (p. 56). In examining the relationship between Holland's personality types and educational satisfaction with a group of Native-American high school students, Gade et al. (1985) found that Holland's hypothesis was supported.

Students who were investigative and social personality types were higher on school satisfaction than students who were realistic personalities.

Moos (1978) attempted to identify specific types of junior high and high school classrooms. Once the types of classrooms were identified, Moos (1978) examined the "extent to which the types obtained differed on other characteristics, such as size and student and teacher satisfaction" (p. 54). Five types of classrooms were identified within the study: control oriented (emphasis on teacher control), innovation oriented (emphasis on innovation and show), affiliation oriented (emphasis on "classroom organization, clarity of classroom rules and procedures, and the number and extent of rules governing student conduct," p. 57), task oriented (emphasis on task orientation), and competition oriented (emphasis on "student-student interaction and teacher support," p. 58). Students' satisfaction with school overall was not generally affected by the types of classroom they were enrolled in. However, satisfaction with the class and with the teacher was affected. "Students were relatively highly satisfied with the class and the teacher in innovation oriented and supportive competition oriented classes" (p. 60).

Epstein and McPartland (1976) described "school satisfaction for youngsters as analogous to job satisfaction for adults." They further stated that "general satisfaction, commitment to tasks, relations with authority figures are important for children in school...for 'production,' continued motivation, 'promotions,' as well as daily mental health" (p. 28). The Quality of School Life Scale was developed by Epstein and McPartland to measure satisfaction with school commitment to school work, and attitudes towards teachers. The Quality of School Life Scale included the measurement of school performance and activities, school evaluations, family experiences, personality measures, and aspirations. Each of the dimensions was intended to reveal aspects of the school experience. A general finding of the research was that students who were "comfortable with the demands (regulations for behavior) and opportunities (participation) of the school

setting" reported a high degree of satisfaction with the quality of their school experiences (Epstein & McPartland, 1976, p. 20).

Wolk and Solomon (1975) examined the effect that grouping students according to ability had on affective outcomes such as "self-concept, level of aspiration, satisfaction, etc." (1975, p. 289). The study included a sample of students who were selected from the highest and lowest ability groups in a school and who were either in the first or in the last year of high school. Results of the study indicated that females were more satisfied with school procedures than males, that lower-ability students were less satisfied with the educational policies than higher-ability students, and that higher-ability students' satisfaction increased slightly over time while that of lower-ability students decreased.

Feather (1974) investigated the differences in satisfaction between those students registered in a coeducational general or in a coeducational technical school and those students registered in a single-sex general or in a single-sex technical school. The general schools emphasized an academic curriculum while the technical schools emphasized a vocational curriculum. The study focused on the "differences between coeducational and single-sex high schools both in regard to the relative importance assigned by students to different values and in regard to their expressed satisfaction with various aspects of the school situation" (Feather, 1974, p. 10). It was expected that students in coeducational schools would be more satisfied with their classmates and with their teachers than students in single-sex schools. Overall, boys in coeducational high schools reported a higher degree of satisfaction with peers and teachers than did boys in the single-sex schools. The girls in the coeducational general high schools were more satisfied with their classmates and with their teachers than girls in the single-sex general schools. This was reversed in the technical high schools, girls in the single-sex technical high schools indicated a higher degree of satisfaction with their classmates and with their teachers than did girls in the coeducational technical schools.

Hellyer (1974) defined student satisfaction as

> ...a function of the extent to which the school is perceived by the student to fulfill his expectations for personal, academic and social development, and to provide opportunities and experiences congruent with his goal aspirations. (1974, p. 8)

Hellyer's study was designed to "view the educational enterprise from the viewpoint of the student and to discover those areas of the educational enterprise which provided him with the greatest measure of satisfaction" (1974, p. 24). To measure student satisfaction, Hellyer designed the Student Satisfaction Scale. Results were reported in terms of five factors: personal relationships, institutional aspects, supervisory attitude, instructional atmosphere, and student identity (Hellyer, 1974, p. 41-42). Hellyer found that student satisfaction tended to decrease as the age and grade level increased. With this in mind, he suggested that since "the attitudes students displayed towards the school, in their final years, probably has [sic] a bearing on their readiness to undergo later programs of post-secondary education", identifying the sources of student dissatisfaction would be important (p. 189). Recommendations from the study included further research into sources of student dissatisfaction. Hellyer stated that

> studies oriented to analyzing and identifying the changing, age related, levels of student satisfaction, and their probable causes, could do much to improve the attitudes of students towards school and greatly improve their attitudes towards subsequent, career related, educational experiences. (1974, p. 189-190)

Beelick (1973) suggested that "curricular revisions and improved guidance procedures" (p. 19) have been implemented to reduce the dissatisfaction with school. Although the changes have helped reduce the dissatisfaction in some areas, Beelick indicated that "educators have not identified all of the factors which influence adolescents to experience a general satisfaction with school" (p. 19). Beelick's study identified sources of student satisfaction and dissatisfaction with school. Factors identified by students as sources of satisfaction included "achievement, recognition, school activities, and schoolwork" (Beelick, 1973, p. 20). Sources of dissatisfaction included "teachers'

behavior, school policy and administration, and interpersonal relations with peers" (Beelick, 1973, p. 20).

DuCette and Wolk (1972) investigated the effects of several variables on the relationship between attitudes and achievement. Results of the study indicated that "student attitudes toward school are conjointly influenced by ability and actual achievement" (p. 14). A final conclusion of the study stated that "a relationship does exist between attitudes and achievement, but that this relationship is moderated by intelligence" (p. 16).

Jackson and Getzels (1959) argued that dissatisfaction with an institution did not arise out of the individual's interaction with the institution but rather that the "individual brings a set toward satisfaction or dissatisfaction to the institution -- that it is a reflection of a more pervasive personal orientation and that success or failure experiences within the institution have a limited influence upon it" (p. 295). They further stated

> At the theoretical level dissatisfaction with school becomes part of a broader area of inquiry which aims at an understanding of the individual's functioning in a institutional setting and which includes studies of staff morale, role conflict, productivity, and the like. At a practical level the question of why children like or dislike school is directly related to the immediate problems of school dropouts, grouping procedures, planning for the gifted child, and the like. (p. 295)

The results of the Jackson and Getzels (1959) study supported their argument: dissatisfaction with school appeared to be part of a broader form of psychological discontent rather than a direct reflection of the interaction with school. A second finding indicated that dissatisfaction was different for boys and girls. Girls were more likely to be more critical of themselves and turn the blame for their dissatisfaction inward while boys tended to blame their discontent on the world around them, that is boys saw adults as rejecting and lacking in understanding.

Diedrich and Jackson (1969) replicated and extended Jackson and Getzels' 1959 study to include an examination of the effect of course grades on student dissatisfaction. The results of the 1969 study were similar to the results of the 1959 study. Student

dissatisfaction was independent of academic achievement, intellectual ability and course grades.

Brodie (1964) used Jackson and Getzels' Student Opinion Poll to identify groups of satisfied and dissatisfied students. Brodie's study then compared the two groups based on the Iowa Tests of Educational Development. The study yielded that satisfied students performed better, particularly in the sections requiring academic skills, than did dissatisfied students. Brodie offered a reason for this occurrence: "such skill development was more pronounced in students affirmative in their attitude toward school because of its association with typical classroom objectives and drill routine" (p. 375).

Age

Hellyer's 1974 study examined the level of students' satisfaction with their school and with their educational experiences. In examining the level of satisfaction, Hellyer identified factors in the personal background of students that may affect their levels of satisfaction. Results of the study indicated that students with high satisfaction scores were younger than students with low satisfaction scores.

Grade

Isherwood and Hammah (1981), in a study that investigated the influence of home and school factors on Canadian students' attitudes toward school, examined the effect that grade level had on student attitudes towards school. Results of the study indicated that there was a significant difference between students registered in the eighth grade and those registered in the tenth grade. Students in the eighth grade had more positive attitudes towards school than did students in the tenth grade.

Rich and Darom (1981), in their study of Israeli schools, indicated that, overall, students in the lower grades tended to have more positive attitudes towards school than those students in higher grades. The exception to this was with the importance of

schoolwork -- students developed more positive attitudes towards the importance of schoolwork as they progressed through school.

In the Quality of School Life research, Epstein and McPartland (1976) included the differences in satisfaction levels of students between grades. The results of the study indicated there was no significant relationship between the grade levels of students and their degree of satisfaction with school.

Hellyer (1974), in examining the level of student satisfaction, examined the effect that the grade level had on students indicating high or low satisfaction with school. His study indicated that students in grades 10 or 11 tended to have higher satisfaction scores than students in grade 12.

Gender

Epstein and McPartland (1976), in their Quality of School Life research, identified a low correlation between the sex of the respondents and their levels of satisfaction. Females were only somewhat more satisfied with school than males.

Isherwood and Hammah (1981) used Epstein and McPartland's Quality of School Life instrument to investigate the influence of home and school factors on Canadian students' attitudes toward school. The results of the study were incongruent with the results of the original Epstein and McPartland (1976) research. Isherwood and Hammah's study indicated that female students were significantly more positive towards school than male students.

Results of the Wolk and Solomon study (1975) indicated that females were more satisfied with school procedures than males. The differences in the level of satisfaction between male and female students were not significant in Hellyer's 1974 study. Female students tended to indicate higher, although not significant, degrees of satisfaction.

Feather's 1974 study of the "differences between coeducational and single-sex high schools both in regard to the relative importance assigned by students to different values

and in regard to their expressed satisfaction with various aspects of the school situation" (p. 10), indicated that girls expressed greater satisfaction with school than boys.

Program

Feather (1974) found that the type of school, either general where there was an academic based curriculum or technical where the curriculum was vocationally oriented, appeared to affect satisfaction. Students in the technical schools indicated a higher degree of satisfaction with school work than students in the general school.

Plans for Further Education

Aside from Hellyer, no studies have examined the relationship between plans for further education and student satisfaction. Hellyer (1974) examined the effect that future plans had on students' levels of satisfaction with school. Future plans in this study did not specifically refer to educational plans but did include whether or not students planned to stay in their "home" area. Hellyer (1974) found that students with both high and low satisfaction scores intended to leave their "homes" within three years of the study.

Education Level of Parents

Goodlad (1984), in the Study of Schooling, identified five demographic characteristics of schools where parents, teachers, and students were satisfied. The characteristics included school size (population was small), student race (most were white), parental education (above average), family income (above average), and school location (rural or suburban) (p. 251). He found that parents, teachers, and students were satisfied when a school populations was small, when most students were white, when parental education was above average, when family income was above average, and when the school was either rural or suburban.

Hellyer (1974), in examining the level of student satisfaction, examined the effect that the education level of parents had on students' satisfaction with school. Although the

educational level of parents was not statistically significant in his study; in all schools, students with a high level of satisfaction tended to have parents with a higher level of education than those students with a low level of satisfaction.

Number of School-Related Extracurricular Activities

In Ahola and Isherwood's (1981) ethnographic study of school life, two high schools were used. Three themes emerged from the study: (1) student life as a separate life, (2) student life as a controlled life, and (3) social life of students in schools. Extracurricular activities fit into the third theme, the social life of students in schools. Participation in formally organized activities was low and monopolized by a small group of students. Hence, very few students considered extracurricular activities a major part of their school life. To the small group of students involved in planning, organizing and executing projects, "school activities represented the lifeline to social fulfillment in school" (Ahola and Isherwood, 1981, p. 160).

In Hellyer's 1974 study, students were asked to indicate their interest in school-related extracurricular activities. A Chi-square test of significance was used to determine if there was any significant difference between the levels of satisfaction with students interested or not interested in school-related extracurricular activities. Students with high satisfaction scores tended to be more interested in school-related extracurricular activities than those students with low satisfaction scores.

Last Year's Average Mark

Clark (1987) reported on a 1986 survey of high school students and how they react to their teachers and their schools. The survey indicated that students with higher average grades liked their schools more than students with lower average grades.

Mitchell (1983) studied the percentage of high school students satisfied or dissatisfied with grades they had received. Of the students who were dissatisfied with their grades, Mitchell (1983) focused on two groups: those students who attributed the

dissatisfaction with grades to personal problems and those who attributed the dissatisfaction to a general dislike of school. The study went further to identify the extent that student satisfaction or dissatisfaction with grades received related to their assessment of their own academic ability and the extent that self-assessment variables related to one other and to the grade point average. Mitchell's 1983 study indicated that there was "widespread dissatisfaction with grades in this high school population" (p. 371) and that "almost half of the students dissatisfied with their grades feel that general dislike of school is a cause of their GPA" (p. 371).

Beelick (1973) identified sources of student satisfaction and dissatisfaction with school. As a part of the research, Beelick considered the relationship between intelligence scores, grade point averages and student satisfaction scores. There was no significant relationship between intelligence scores and student satisfaction. A small, yet significant, relationship did occur between grade point averages and student satisfaction. Students with a higher grade point average tended to be more satisfied than those students with a lower grade point average.

Number of Hours in a Paying Job After School

Although previous research has examined the effect that students' part-time work has on achievement, participation in extracurricular activities and drop out rate, there is little research available regarding the impact of students' part-time work on other school experiences.

Bittner (1988) suggested that "although federal policy and commission reports have encouraged part-time work during high school, it may be valuable for policy makers to reappraise this attitude..." (p. 18). She further suggested that there was not enough information about the short-term or long-term consequences of students' part-time work.

Green and Jaquess (1987) examined the effect of part-time employment on academic achievement. The study was based on the responses of 477 high school

students, 281 of which were employed. Results of the study revealed that grade point average or academic performance was not significantly affected by part-time employment but that part-time employment did affect the number of hours per week that students participated in extracurricular activities.

Gottfredson (1985) unveiled results that conflicted with the findings of Green and Jaquess (1987). Those students who worked "report greater involvement in extracurricular activities than nonworkers" (p. 69). A second result of the study revealed that "working has no effect on commitment to education, attachment to school, or attachment to parents" (p. 70).

D'Amico (1984) reported on a survey of educational and employment experiences of a sample of students between the ages of 14 and 21. Major findings in this research indicated that when work becomes intensive (more than 20 hours per week) for a student, then they begin to have problems allocating time. There was no significant difference in the expected drop out rate or in academic achievement for those students who worked more than 20 hours a week.

Steinberg et al. (1982), in a study of working among grade ten and eleven students, revealed that "spending time in the work place has a generally negative impact on school involvement but no apparent impact on school performance" (p. 391). Working appeared to have a negative effect on the time spent on homework, on enjoyment of school, and on extracurricular involvement.

Other Aspects of School Experiences

Clark (1987) reported on the findings of a survey of high school seniors. Students were asked to react to school policies and practices. Overall, students "disagree with school authorities about the way in which they are involved in solving school problems, especially discipline problems" (p. 507). Results of the survey indicated that students generally felt that they were not given the opportunities to discuss school problems nor

were they given "enough responsibility for judging the behavior of fellow students and assessing penalties for misconduct" (Clark, 1987, p. 507). Students were split on whether or not they were given enough responsibility in establishing the rules of conduct; whether the schools placed enough emphasis on developing their ability to think and training in character and citizenship; whether the school provides enough help with personal problems; and whether there is enough cooperation between school authorities and parents. The majority of students in the survey felt that their schools placed enough emphasis on math, English, science, and history; felt that they worked hard enough in class; felt that the amount of homework was sufficient; and felt that they received enough help with their academic problems. The top six school problems identified by students were "discipline, substance abuse, efforts to handle discipline, facilities, relationships with teachers, and curricular problems" (Clark, 1987, p. 508).

McCann, Short, and Stewin (1986) examined achievement and satisfaction of students in terms of the personality styles of students and types of teaching (directive and nondirective). The results of the study indicated that "higher achievement motivation students attained higher grades and reported greater satisfaction with the teacher and the course when the teacher was perceived to be more nondirective, while lower achievement motivation students attained higher grades and reported greater satisfaction with the teacher and the course when the teacher was perceived to be more directive" (p. 155).

Isherwood and Hammah (1981) investigated the influence of home and school factors on Canadian students' attitudes toward school. The study demonstrated that "interpersonal relationships...had the greatest impact on students' attitudes" (p. 146). The interpersonal relationships are described as relationships with friends, teachers, and siblings. Isherwood and Hammah identified other variables that did not enter into their study, such as student report card grades, classroom and school participation, teacher behaviors, and previous attitudes towards school that may affect student attitudes toward school.

McCann and Fisher (1977) examined the relevant teacher-student interaction and which of these interactions account for variance in grades and satisfaction. Results of the study indicated that "nondogmatic students were more satisfied when they perceived the teacher to be nondirective, while dogmatic students were more satisfied when they perceived the teacher to be directive" (p. 81-82).

Epstein and McPartland (1976) in the Quality of School Life examined the satisfaction of students with school performance and activities. School performance and activities included classroom behavior, anxiety about school, the time spent on homework, attendance concerns, report card marks, and standardized achievement. Student responses demonstrated that report card marks were more strongly related to overall satisfaction than was achievement. Further, responses indicated that the frequency of the opportunity to participate in class was more strongly related to overall satisfaction than were report card marks.

Although these aspects of school experience are not formally examined in this study, it is important to note their involvement in previous research on student satisfaction.

Summary

This chapter presented a literature review that detailed theory and research in each of the areas mentioned in the study. The studies described in this literature review examine and attempt to describe student satisfaction with school as a result of specific background experiences, personality types, school and classroom types, and that satisfaction is part of a broader psychological dimension. This study examined overall satisfaction with respect to specific high school experiences. A multiple regression analysis was performed on the high school experiences in order to determine their relationship with overall satisfaction. Other factors that were working but that are not measured in this study include student personality, teacher personality, classroom type, and school type. This study concentrated on the evaluative aspect of student satisfaction as opposed to the emotive aspect.

Chapter 3

Research Design and Methodology

This chapter provides an outline of the study and is divided into three major sections: research design, research methodology and the research instrument.

Research Design

Research Problem

The main purpose of this study was to examine the overall levels of satisfaction among high school students and their satisfaction with high school experiences. The study also examined the relationship between levels of student satisfaction, background and other variables; identified school experiences that predict levels of students' satisfaction; and identified the two most satisfying and the two most dissatisfying experiences in students' school life.

Specifically, the following problem was investigated: to what extent is students' satisfaction with high school experiences and with school overall a function of age, gender, grade, program, father's highest level of education, mother's highest level of education, the number of school-related extracurricular activities, last year's average mark, and the number of hours in a paying job after school?

The following research problems provided the focus for this study.

Research Problem 1: overall level of satisfaction. The first objective was to describe the overall level of satisfaction among high school students.

What is the overall level of satisfaction among high school students?

Research Problem 2: satisfaction levels of students based on school experiences. The second objective was to describe the students' satisfaction with specific high school experiences.

What are the satisfaction levels of students with specific high school experiences?

Research Problem 3: differences in satisfaction levels between groups defined by selected background variables. The third objective was to describe the differences in student satisfaction between groups defined by selected background variables.

What differences, in student satisfaction, exist between groups defined by the following selected background variables:

a) age

b) grade

c) gender

d) program

e) plans for further education

f) father's highest level of education

g) mother's highest level of education?

Research Problem 4: differences in satisfaction levels between groups defined by selected variables. The fourth objective was to describe the differences in student satisfaction between groups defined by selected variables.

What differences, in student satisfaction, exist between groups defined by the following selected variables:

a) the number of school-related extracurricular activities

b) last year's average mark

c) the number of hours working in a paying job after school?

Research Problem 5: predictors of overall student satisfaction. The fifth objective of the study was to identify the school experiences that were predictors of overall student satisfaction.

What specific high school experiences are predictors of overall student satisfaction?

Research Problem 6: most satisfying experiences. The sixth objective was to identify the school experiences that high school students claim as most satisfying.

What high school experiences do students find most satisfying?

Research Problem 7: most dissatisfying experiences. The seventh objective was to identify the school experiences that high school students claim as most dissatisfying.

What high school experiences do students find most dissatisfying?

Nature of the Study

The study was designed to be both exploratory and descriptive. To use Borg and Gall's definition (1983), the study was exploratory in the sense that it examined "many variables and their relationships in order to further understanding of the phenomena" (p. 31). The relationship between students' overall satisfaction and satisfaction with specific high school experiences was examined to identify any possible relationships with the background and selected variables. The study was descriptive in the sense that it described the levels of students' satisfaction in terms of background and other selected variables and of the school experiences that students found most satisfying and most dissatisfying.

The Sample

The sample for this study consisted of the population of grade 10 - 12 students in an urban community in Alberta. All students, in the three high schools - approximately 1,500 students - were the basis of the study, although the sample consisted of only those students present on the day of data collection, a total of 1,156 students.

The research was conducted in a community with a population of approximately 35,000. The community consisted of three high schools and a community college. During the past fifteen years, the nature of the community's population has gradually changed. The earlier transient nature of the population has given way to a much more stable one.

Research Methodology

Quantitative and Qualitative Methods

Data for this study were collected by means of a 33-item survey questionnaire that was delivered to all high school students in an urban, Northeastern Alberta community. The questionnaire survey method was selected for this study as it was convenient, cost efficient, and comprehensive. The questionnaire format provided for respondents' anonymity and allowed respondents to answer privately. The questionnaire encouraged respondents to answer both a forced-choice section and an open-response section.

The questionnaire was an adapted version of the instrument in Sarros' 1985 study titled "Educator Burnout and its Relationship to Job Satisfaction, Role Clarity, and Job Challenge." The "Job Satisfaction Questionnaire" was adapted to include factors directly affecting students with their high school experiences. Job-related factors were deleted as they were not necessary for the scope of this study.

The instrument included sections to identify the selected background and other variables for each student, the degrees of student satisfaction with high school experiences, the degree of overall satisfaction, and an open-response section to allow students to identify the two most satisfying and two most dissatisfying elements in their high school experiences.

Permission to Conduct the Research

Permission to conduct the research was obtained from:

1. The Department of Educational Administration Research Ethics Review Committee, the University of Alberta.
2. The two superintendents of the two school districts.

The researcher ensured complete anonymity to the schools as well as to all individuals who completed the questionnaire. Before the survey began, interviews were held with the principals of the schools to discuss the proposed research procedures.

Data Collection

Data collection was in the form of a 33-item questionnaire survey that contained questions of both a structured and an unstructured format. Two questions were open-ended, where students were asked to identify the two most satisfying things in their school life and the two most dissatisfying things in their school life. The remainder of the survey required respondents to select the most appropriate responses on scales with two to six possible choices.

The researcher distributed questionnaires to the participating schools and to the classroom teachers. The classroom teachers distributed the questionnaires to individual students and returned the completed questionnaires to the researcher. Students completed the Student Satisfaction Survey in class time and returned the completed surveys to their classroom teachers.

Data Analysis

Quantitative Analysis. As previously indicated, the study was descriptive and exploratory. Descriptive, in that it was designed to identify the overall satisfaction of students with school and with their high school experiences. Statistical techniques such as means and frequencies were used in the analysis of the data.

The study was exploratory in that it was designed to examine the experiences related to overall school satisfaction and the variables related to the levels of satisfaction with high school experiences and with school overall. Analysis of variance, t-tests, and multiple regression were used in the analysis of the data. A Guttman Split-Half reliability coefficient was used to assess the reliability of the Student Satisfaction Scale.

Qualitative Analysis. There were two open-ended questions in the questionnaire. These questions required the respondents to identify the two most satisfying things in their school life and the two most dissatisfying things in their school life. The initial analysis of the responses included a frequency count of the responses. Following the frequency count, it was noticed that individual responses were related. For instance, there were responses all dealing with students' experiences with their friends and students in their school, these responses were collected into a category entitled "Peers." A closer review of the data indicated that students had identified similar satisfying and dissatisfying experiences. That is, not only would students mention "teachers" as satisfying but also as dissatisfying. It was discovered that there were 12 categories of experiences that were both satisfying and dissatisfying for students.

Presentation of Findings

The findings of the study are presented in Chapters 4, 5, and 6. Frequencies, means, and percentages of responses are used in the descriptive analysis presented in Chapter 4 as a description of the respondents and their levels of satisfaction with school overall and their high school experiences.

The exploratory data analysis is presented in Chapter 5. The findings related to the differences in student satisfaction between groups defined by selected background and other variables and the relationship between satisfaction with high school experiences and overall satisfaction are presented.

The findings of the qualitative data analysis are presented in Chapter 6. A description of the responses and their categories are presented.

Research Instrument

Questionnaire

The Student Satisfaction Survey is an adapted version of the instrument used by Sarros in a 1985 study entitled "Educator Burnout and its Relationship to Job Satisfaction, Role Clarity, and Job Challenge." The "Job Satisfaction Questionnaire" was adapted to include factors directly affecting students during their high school experiences. For example "Relationships with Superordinates" on the "Job Satisfaction Questionnaire" became "Relationships with Teachers" on the Student Satisfaction Survey. Job-related factors such as job security, fringe benefits, salary, degree of autonomy, degree of accountability for work, status in the community, methods used in promotion, and extra tasks associated with a position, were deleted as they were not necessary for the scope of this study. Satisfaction items that were added to the Student Satisfaction Survey were "discipline used in school," "attendance policy in school," "the courses being taken," and "the student council."

The Student Satisfaction Survey consisted of three sections. The first section included 10 questions which related to the background and other select information of the students. The background variables measured were age, grade, gender, program, plans for further education, father's highest level of education, and mother's highest level of education. The selected variables measured were the number of school related extracurricular activities, last year's average mark, and the number of hours in a paying job after school.

The second section of the questionnaire consisted of 21 questions related to satisfaction with school. The respondents were asked to identify their level of satisfaction with each school experience and with school overall. Responses were on a six-point scale from "very dissatisfied" to "very satisfied."

The third section of the questionnaire consisted of two open-ended questions asking students to identify 1) the two things that are most satisfying in their school life and 2) the two things that are most dissatisfying in their school life.

Instrument Validation

The Student Satisfaction Survey was pretested with a group of 74 high school students in grades 10, 11, and 12. The pretest served the purpose of examining the content validity and the "readability" of the instrument. Following the pretest, a careful examination of the instrument and the statistical results was performed to ensure the instrument was appropriate for the study.

Reliability

The responses to the Student Satisfaction Survey were subjected to a test of reliability. An internal consistency method, the odd-even Guttman Split-Half coefficient method was used. The odd-even Guttman Split-Half reliability coefficient for the satisfaction scale within the Student Satisfaction Survey was .89. This indicates that the satisfaction scale in this research was an adequately reliable instrument for this study.

Summary

This chapter outlined the research design, methodology, and instrument used in the study. The study was both exploratory and descriptive in nature and used both exploratory and descriptive data analysis techniques. A total of 1,156 high school students in a Northeastern Alberta community responded to the survey. Data collection was done using an 33-item questionnaire. A reliability test was used on the responses to the Satisfaction Scale to indicate it's appropriateness for the study.

Chapter 4

Description of the Sample and Overall Satisfaction

This chapter describes the sample used in this study. The first part of the chapter provides a description of the sample based on the seven selected background variables, age, grade, gender, program, aspiration, father's highest level of education and mother's highest level of education. The second part of the chapter describes the students in terms of the selected variables, the number of school-related extracurricular activities, last year's average mark, and the number of hours working in a paying job after school. The third part of the chapter examines the data collected for the first two research problems identified in Chapter 3, the overall level of satisfaction among high school students, and the satisfaction levels of high school students based on various aspects of their school experiences.

Selected Background Variables

The seven background variables selected were age, grade, gender, program, aspiration, father's highest level of education and mother's highest level of education The number in the sample varies from table to table as some students failed to complete all questions in the survey.

Age

Just over 5% of the students in the sample were 14 years of age or younger, while almost 10% were 18 years or older, 27% were 15, 31% were 16, and 27% were 17 years old. (See Table 4.1).

Grade

The distribution of respondents by grade level is provided in Table 4.2. There were approximately the same number of grade eleven and grade twelve students included in the sample. About 39% of the respondents were grade ten students.

Gender

As indicated in Table 4.3, approximately 52% of the respondents were male, while 48% of the students were female.

Table 4.1
Frequency and Percentage Frequency Distribution of Respondents Classified by Age
(N = 1033)

Age	*f*	%
14 or less	57	5.5
15	275	26.6
16	320	31.0
17	283	27.4
18 or older	98	9.5
Total	1033	100.0

Table 4.2
Frequency and Percentage Frequency Distribution of Respondents Classified by Grade
(N = 1040)

Grade	*f*	%
X	404	38.8
XI	319	30.7
XII	317	30.5
Total	1040	100.0

Table 4.3
Frequency and Percentage Frequency Distribution of Respondents Classified by Gender (N = 1043)

Gender	*f*	%
male	543	52.1
female	500	47.9
Total	1043	100.0

Program

About 62% of the students in the sample were enrolled in the university entrance program and about 38% of the respondents were enrolled in the general/vocational program (see Table 4.4).

Plans for Further Education

The data presented in Table 4.5 illustrate that approximately 54% of the respondents planned to complete some form of post-secondary education; 26% planned to complete college and 28% planned to complete a university degree. About 13% of the students did not plan to complete high school and 19% of the respondents planned to take some college or university. Approximately 15% of the respondents had plans to pursue a graduate program.

Father's Highest Education

Table 4.6 provides the data on the highest level of education attained by the fathers of the respondents. About 32% had completed college or obtained a university degree. The highest level of education of the others is as follows: 11% had some college or university, 36% had completed senior high, and 21% had completed elementary/junior high school.

Mother's Highest Education

As illustrated in Table 4.7, approximately 15% of the respondents indicated that they had a mother who had completed elementary or junior high school. About 46% of the students indicated that their mother's had completed senior high school, and 15% indicated that their mother's had some college or university experience. Approximately 11% had completed college and 12% had a university degree.

Table 4.4
Frequency and Percentage Frequency Distribution of Respondents Classified by Program (N = 1006)

Program	*f*	%
university entrance	628	62.4
general/vocational	378	37.6
Total	1006	100.0

Table 4.5
Frequency and Percentage Frequency Distribution of Respondents Classified by Plans for Further Education (N = 1041)

Plans for Further Education	*f*	%
complete grade xii or less	130	12.5
some university/college	199	19.1
complete college	265	25.5
university degree	294	28.2
graduate program	153	14.7
Total	1041	100.0

Table 4.6
Frequency and Percentage Frequency Distribution of Respondents Classified by Father's Highest Education (N = 1015)

Father's Highest Education	*f*	%
elementary/junior high	212	20.9
senior high	363	35.8
some college/university	114	11.2
completed college	196	19.3
university degree	130	12.8
Total	1015	100.0

Table 4.7
Frequency and Percentage Frequency Distribution of Respondents Classified by Mother's Highest Education (N = 1014)

Mother's Highest Education	*f*	%
elementary/junior high	154	15.2
senior high	468	46.2
some college/university	153	15.1
completed college	113	11.1
university degree	126	12.4
Total	1014	100.0

Selected Variables

Three other variables identified in the survey as part of the research problem were the number of school-related extracurricular activities, last year's average mark, and the number of hours worked outside of school.

Number of School-related Extracurricular Activities

As shown in Table 4.8, approximately 50% of the students did not participate in any school-related extracurricular activities. Approximately 25% participated in only one, 15% participated in two, and 10% participated in three or more in school-related extracurricular activities.

Last Year's Average Mark

Table 4.9 illustrates that only 2% of the students had an average mark of less than 50 during the last school year. Approximately 15% of the students had an average between 50 and 59, 36% had an average between 60 and 69, and 33% had an average between 70 and 79. The remaining 15% of the respondents indicated an average over 80 in the previous school year.

Number of Hours Worked After School

Close to 52% of the students indicated that they did not work in a paying job after school. The number of hours worked in a paying job after school for the others is as follows: 5% worked less than 5 hours per week, 9% worked between 6 and 10 hours per week, 10% worked between 11 and 15 hours per week, and 14% worked between 16 and 20 hours per week. Approximately 11% of the students worked 21 or more hours per week in a paying job after school.

Table 4.8
Frequency and Percentage Frequency Distribution of Respondents Classified by the Number of School-Related Extracurricular Activities (N = 1041)

Number of School-Related Extracurricular Activities	*f*	%
none	524	50.3
one	260	25.0
two	154	14.8
three or more	103	9.9
Total	1041	100.0

Table 4.9
Frequency and Percentage Frequency Distribution of Respondents Classified by the Last Year's Average Mark (N = 1036)

Last Year's Average Mark	*f*	%
below 50%	21	2.0
50 - 59	152	14.7
60 - 69	369	35.6
70 - 79	340	32.8
80 - 100	154	14.9
Total	1036	100.0

Table 4.10
Frequency and Percentage Frequency Distribution of Respondents Classified by the Number of Hours Worked After School (N = 1039)

Number of Hours Worked After School	*f*	%
none	535	51.5
less than 5 hours	54	5.2
6 - 10 hours	90	8.7
11 - 15 hours	102	9.8
16 - 20 hours	144	13.9
21 or more hours	114	10.9
Total	1039	100.0

Degree of Satisfaction on Each Item and Overall Satisfaction

Table 4.11 provides the percentage frequency of the degree of satisfaction on each item and on overall satisfaction for the total sample. The percentage of students who were slightly, moderately, or very satisfied ranged from 89% on Relationships with Students to a low of 47% on Relationships with Administrators. Close to 80% of the students indicated that they were slightly, moderately, or very satisfied overall with their school. The level of satisfaction on each of the 20 items is briefly described below.

Freedom to be Creative

About 10% of the students were very satisfied with their Freedom to be Creative, while 30% were moderately and 33% slightly satisfied. That indicates that, in total, 73% of the students were satisfied to a degree with their Freedom to be Creative. Approximately 27% of the students expressed some degree of dissatisfaction with their Freedom to be Creative: 4% very dissatisfied, 6% moderately dissatisfied, and 17% slightly dissatisfied.

Social Relationships in School

About 82% of the students were at least slightly satisfied with their Social Relationships in School, 19% very, 40% moderately, and 23% slightly satisfied. Only 4% were very dissatisfied with their Social Relationships in School.

Opportunity to Use Abilities

About 79% of the respondents indicated a degree of satisfaction with the Opportunity to use their Abilities, with 14% of the respondents very satisfied. Only 3% were very dissatisfied with the Opportunities to Use their own Ability.

Table 4.11
Percentage Frequency of the Degree of Satisfaction on Each Item and on Overall Satisfaction
(N = 1045)

	Satisfied			Dissatisfied		
Response Category	Very %	Moderately %	Slightly %	Slightly %	Moderately %	Very %
Freedom to be Creative	10	30	33	17	6	4
Social Relationships in School	19	40	23	9	5	4
Opportunity to use Abilities	14	33	32	13	4	4
Relationships with Students	28	41	20	6	3	2
Praise for Doing Good Work	9	28	34	17	7	4
Physical Working Conditions in School	13	32	30	17	5	3
Testing and Grading	6	31	34	18	7	4
Sense of Achievement	7	39	35	12	5	2
Recognition of Work	6	27	40	19	6	2
Amount of Homework	13	22	30	17	10	8
Freedom to Use own Judgment	8	30	28	19	9	6
Relationships with Teachers	19	36	24	11	5	5
Involvement in Important Decisions	3	13	35	25	14	10
Relationships with Administrators	6	15	27	25	14	13
Intellectual Stimulation	5	21	41	22	6	5
Discipline used in School	9	26	29	17	9	10
Attendance Policy in School	10	28	22	14	11	15
Courses Taking Now	21	41	23	10	4	2
Opportunity to Influence Others	6	27	44	16	5	2
Student Council	7	25	30	17	9	12
Overall Satisfaction with School	12	37	31	12	5	3

Relationships with Students

Almost 90% of the students expressed some degree of satisfaction with their Relationships with Students, with 28% who were very satisfied. Approximately 11% of the students were at least slightly dissatisfied with their Relationships with Students, 2% very, 3% moderately, and 6% slightly dissatisfied.

Praise for Doing Good Work

Approximately 72% of the students indicated some degree of satisfaction with the amount of Praise they receive for Doing Good Work, 9% were very satisfied while 28% were moderately, and 34% were slightly satisfied. This means that 28% of the students expressed some degree of dissatisfaction with the Praise they receive for Doing Good Work: 4% were very, 7% were moderately, and 17% were slightly dissatisfied.

Physical Working Conditions in School

About 75% of the students indicated some degree of satisfaction with the Physical Working Conditions in School, with 13% very satisfied, 32% moderately satisfied and 30% slightly satisfied. Nearly 25% of the students indicated a degree of dissatisfaction with the Physical Working Conditions in School with 17% of the respondents slightly, 5% moderately, and 3% very dissatisfied.

Testing and Grading

Nearly 29% of the students indicated at least slightly dissatisfied with Testing and Grading, with 4% very dissatisfied. This indicates that 71% of the students expressed a degree of satisfaction with Testing and Grading: 6% were very satisfied, 31% were moderately satisfied, and 34% were slightly satisfied.

Sense of Achievement

Close to 80% of the students expressed some degree of satisfaction with their Sense of Achievement, with 39% moderately satisfied and 35% slightly satisfied. Approximately 19% of the respondents indicated some degree of dissatisfaction with their Sense of Achievement. Only 2% were very dissatisfied.

Recognition of Work

Nearly 30% of the sample indicated some degree of dissatisfaction with the amount of Recognition they receive for Work, with only 2% very dissatisfied. The remainder of the students indicated a degree of satisfaction with the Recognition of Work, with 40% slightly satisfied, 27% moderately satisfied, and 6% very satisfied.

Amount of Homework

Close to 65% of the students expressed some degree of satisfaction with the Amount of Homework, with 13% very satisfied. About 8% of the students were very dissatisfied with the Amount of Homework, while 10% were moderately dissatisfied and 17% were slightly dissatisfied.

Freedom to Use Own Judgment

About 34% of the students indicated a degree of dissatisfaction with their Freedom to Use their own Judgment, 6% very, 9% moderately, and 19% slightly dissatisfied. Approximately 66% of the respondents indicated some degree of satisfaction with their Freedom to Use their own Judgment. Only 8% were very satisfied with this item.

Relationships with Teachers

Approximately 19% of the students indicated they were very satisfied with their Relationships with Teachers, while 36% were moderately satisfied and 24% were slightly satisfied. A total of 79% of the students were satisfied, to a degree, with their

Relationships with Teachers. This means that, in total, 21% of the respondents expressed some degree of dissatisfaction with their Relationships with Teachers: 5% were very dissatisfied, 5% were moderately dissatisfied, and 11% were only slightly dissatisfied.

Involvement in Important Decisions

Only 3% of the students indicated they were very satisfied with their Involvement in Important Decisions, with 14% moderately satisfied and 34% slightly satisfied. This indicates that 51% of the respondents expressed some degree of satisfaction with their Involvement in Important Decisions. Approximately 49% of the students were at least slightly dissatisfied with their Involvement in Important Decisions.

Relationships with Administrators

About 52% of the students indicated dissatisfaction with their Relationships with Administrators, with 13% very dissatisfied, 14% moderately dissatisfied, and 25% slightly dissatisfied. This means that 48% of the respondents expressed some degree of satisfaction with their Relationships with Administrators. Only 6% of the respondents indicated they were very satisfied with this item.

Intellectual Stimulation

Close to 67% of the students indicated that they were very, moderately, or slightly satisfied with the Intellectual Stimulation that they receive in school. Approximately 41% were slightly satisfied, 21% were moderately satisfied, and 5% were very satisfied with the Intellectual Stimulation they receive in school.

Discipline Used in School

About 36% of the students expressed some degree of dissatisfaction with the Discipline Used in School, with 10% who were very dissatisfied. Approximately 64% of the respondents indicated a degree of satisfaction with the Discipline Used in School, with 9% very, 26% moderately and 29% slightly satisfied.

Attendance Policy in School

Approximately 60% of the students were at least slightly satisfied with the Attendance Policy in their School, 10% very, 28% moderately, and 22% slightly satisfied. Close to 40% of the respondents indicated they were at least slightly dissatisfied with the Attendance Policy in School with 15% very, 11% moderately, and 14% slightly dissatisfied.

Courses Taking Now

Close to 85% of the students indicated some degree of satisfaction with the Courses they are Taking Now, with 21% very satisfied, 41% moderately satisfied, and 23% slightly satisfied. Only 2% of the students were very dissatisfied with the Courses they are Taking Now.

Opportunity to Influence Others

About 77% of the students expressed satisfaction with the Opportunity to Influence Others, only 6% were very satisfied. Approximately 23% of the respondents indicated a degree of dissatisfaction with this item: 2% were very dissatisfied, 5% were moderately dissatisfied, and 16% were slightly dissatisfied.

Student Council

Close to 40% of the students indicated some degree of dissatisfaction with their Student Council, with 12% very, 9% moderately, and 17% slightly dissatisfied. Only 7% of the respondents were very satisfied with their Student Council.

Overall Satisfaction with School

Close to 80% of the students indicated some degree of satisfaction with school overall, 12% indicated they were very satisfied, 37% indicated they were moderately satisfied, and 31% indicated they were slightly satisfied. About 20% of the students

expressed some degree of dissatisfaction with school overall with 12% slightly, 5% moderately, and 3% very dissatisfied.

Ranking of Satisfiers

The ranking of the degree of satisfaction of students is provided in Table 4.12. The ranking is based on the combined percentage of satisfaction on the very, moderately, and slightly satisfied responses.

The three experiences ranked highest in terms of satisfaction were:

1. Relationships with Students
2. Courses Taking Now
3. Social Relationships in School

The three experiences ranked lowest were:

1. Relationships with Administrators
2. Involvement in Important Decisions
3. Attendance Policy in School

Summary

This chapter presented an overview description of the sample, based on the seven background variables, age, grade, gender, program, aspiration, father's highest level of education and mother's highest level of education; and the three other variables, the number of school-related extracurricular activities, last year's average mark, and the number of hours working in a paying job after school.

Table 4.12
Percentage Frequency of the Degree of Satisfaction on Each Item
(N = 1045)

Response Category	Degree of Satisfaction %
Relationships with Students	89
Courses Taking Now	84
Social Relationships in School	82
Sense of Achievement	81
Relationships with Teachers	79
Opportunity to use Abilities	79
Opportunity to Influence Others	77
Physical Working Conditions in School	75
Recognition of Work	73
Freedom to be Creative	73
Praise for Doing Good Work	72
Testing and Grading	71
Intellectual Stimulation	67
Freedom to Use own Judgment	66
Amount of Homework	65
Discipline used in School	64
Student Council	62
Attendance Policy in School	60
Involvement in Important Decisions	51
Relationships with Administrators	48

In addition, this chapter examined the data collected for the first two research questions:

What is the overall level of satisfaction among high school students?

What are the satisfaction levels of students with various aspects of their school experiences?

The final portion of the chapter describes the overall level of satisfaction and the levels of satisfaction with various aspects of the school experiences among high school students. The percentage frequency of the degree of satisfaction on each item and on overall satisfaction for the total sample was presented. The percentage of students who were slightly, moderately, or very satisfied ranged from 89% on Relationships with Students to a low of 47% on Relationships with Administrators. Approximately 80% of the students indicated they were slightly, moderately, or very satisfied overall with their school.

The three experiences that ranked highest in terms of satisfaction were Relationships with Students, Courses Taking Now, and Social Relationships in School. The three experiences that ranked lowest were Relationships with Administrators, Involvement in Important Decisions, and the Attendance Policy in School.

Chapter 5

Analysis of Quantitative Data

Introduction

The chapter presents the analysis of the data in the order established by research problems three, four and five identified in Chapter 3. The data related to the third research problem were examined in an attempt to identify the differences in levels of student satisfaction overall and with various aspects of school between groups defined by age, grade, gender, program, educational aspirations, father's highest education, and mother's highest education. The data collected for the fourth research problem were examined in order to identify the differences in overall satisfaction and satisfaction with various aspects of school between groups defined by selected variables, the number of school related extracurricular activities, last year's average, and the number of hours in a paying job after school. The data related to the fifth problem were analyzed in an attempt to identify aspects of the school experience that were the best predictors of overall satisfaction.

The Relationship Between Overall Satisfaction and Selected Background Variables

This section of the chapter presents the statistical analysis of the data collected to examine the differences in student satisfaction between groups defined by seven background variables.

The seven background variables considered for analysis in this study were age, grade, gender, program, aspiration, father's education, and mother's education. A one-way analysis of variance with Scheffe procedure was used to test for differences in satisfaction levels among subgroups of the sample, based on the seven background variables. A t-test was used to test for significant differences in levels of satisfaction between males and females and between university entrance and general/vocational

students. The differences, significant at the .05 level in satisfaction among subgroups of the sample are described below.

Age

The results of the analysis of variance by age groups are presented in Table 5.1. A significant difference with the degree of satisfaction with the Amount of Homework was found between students who were eighteen years of age and older and those students who were in the 15 - 16 year age group. Students who were eighteen years of age and older were more satisfied with the Amount of Homework than those who were in the 15 - 16 year age group . There were no significant differences between age groups on the other nineteen satisfaction indicators nor on overall satisfaction. Thus it appears that on the basis of the responses of students in this sample, age is not substantially related to student satisfaction. This result is in contradiction with the results Hellyer's 1974 study in which students who were younger reported a higher degree of satisfaction.

Grade

Table 5.2 illustrates the mean scores and analysis of variance of the responses of respondents defined by grade level. Statistically significant differences in satisfaction levels between groups appeared in Relationships with Teachers, Involvement in Important Decisions, and Attendance Policy in School. Students in Grade 12 were significantly more satisfied with their Relationships with Teachers than students in Grade 10 or 11. Grade 10 students were significantly more satisfied with their Involvement in Important Decisions than Grade 11 students. Grade 12 students were significantly more satisfied with the Attendance Policy in their School than Grade 11 students. On all other satisfaction indicators, no significant differences occurred between grade levels. Thus student satisfaction appears to be practically unrelated to grade level. However, some of the differences might be worth further study.

Table 5.1
One-Way Analysis of Variance for Mean Scores on Satisfaction Indicators Classified by Age (N = 1033)

Response Category (N =)	Age A ≤14 (57)	B 15 - 17 (874)	C ≥18 (97)	F Value	Actual p	Significantly Different Groups
Freedom to be Creative	4.07	4.09	4.13	0.06	0.94	None
Social Relationships in School	4.83	4.47	4.49	2.20	0.11	None
Opportunity to use Abilities	4.07	4.30	4.31	1.03	0.36	None
Relationships with Students	4.75	4.78	4.95	1.01	0.36	None
Praise for Doing Good Work	4.09	4.01	4.19	1.08	0.34	None
Physical Working Conditions in School	4.20	4.23	4.26	0.05	0.96	None
Testing and Grading	4.11	3.96	3.98	0.41	0.67	None
Sense of Achievement	4.40	4.25	4.21	0.66	0.52	None
Recognition of Work	4.05	3.99	4.15	0.93	0.40	None
Amount of Homework	3.70	3.84	4.19	3.01	0.50	C - B
Freedom to use own Judgment	3.77	3.92	4.00	0.55	0.58	None
Relationships with Teachers	4.12	4.37	4.50	1.46	0.23	None
Involvement in Important Decisions	3.65	3.36	3.43	1.59	0.21	None
Relationships with Administrators	3.42	3.32	3.49	0.73	0.48	None
Intellectual Stimulation	4.04	3.83	3.91	1.00	0.37	None
Discipline used in School	4.09	3.75	3.79	1.54	0.22	None
Attendance Policy in School	3.54	3.68	3.72	0.24	0.79	None
Courses Taking Now	4.75	4.57	4.80	2.26	0.11	None
Opportunity to Influence Others	4.23	4.05	4.23	2.08	0.13	None
Student Council	4.00	3.68	3.55	1.79	0.17	None
Overall Satisfaction with School	4.58	4.27	4.38	2.09	0.13	None

Table 5.2
One-Way Analysis of Variance for Mean Scores on Satisfaction Indicators Classified by Grade (N = 1035)

Response Category (N =)	Grade A Grade 10 (404)	B Grade 11 (316)	C Grade 12 (315)	F Ratio	Actual P	Significantly Different Groups
Freedom to be Creative	4.13	4.05	4.11	0.41	0.66	None
Social Relationships in School	4.52	4.46	4.51	0.17	0.85	None
Opportunity to use Abilities	4.27	4.23	4.39	1.53	0.22	None
Relationships with Students	4.80	4.69	4.90	2.61	0.07	None
Praise for Doing Good Work	4.04	3.93	4.12	2.11	0.12	None
Physical Working Conditions in School	4.24	4.17	4.26	0.52	0.60	None
Testing and Grading	3.97	3.93	4.02	0.48	0.62	None
Sense of Achievement	4.31	4.19	4.26	1.01	0.37	None
Recognition of Work	4.04	3.91	4.07	2.02	0.13	None
Amount of Homework	3.74	3.86	3.98	2.50	0.08	None
Freedom to use own Judgment	3.86	3.85	4.05	2.52	0.08	None
Relationships with Teachers	4.26	4.29	4.61	7.11	0.00	C - A, C - B
Involvement in Important Decisions	3.51	3.23	3.36	4.70	0.01	A - B
Relationships with Administrators	3.37	3.34	3.29	0.31	0.74	None
Intellectual Stimulation	3.83	3.77	3.95	2.09	0.13	None
Discipline used in School	3.77	3.75	3.79	0.05	0.95	None
Attendance Policy in School	3.64	3.54	3.86	3.51	0.03	C - B
Courses Taking Now	4.56	4.53	4.71	2.25	0.11	None
Opportunity to Influence Others	4.05	4.03	4.15	1.20	0.30	None
Student Council	3.79	3.55	3.69	2.46	0.09	None
Overall Satisfaction with School	4.34	4.21	4.34	1.35	0.26	None

Gender

The results of t-tests on mean scores of female and male students for each of the satisfaction indicators are provided in Table 5.3. Males (mean = 4.32) were significantly more satisfied with the Physical Working Conditions in School than females (mean = 4.12). The female mean score of 3.47 in Involvement in Important Decisions was significantly higher than the male mean score of 3.30. Females were more satisfied with their Involvement in Important Decisions than were males. There were no significant differences between males and females on the remaining satisfaction indicators. Even though gender was in most cases not related to student satisfaction, the two differences are worth noting.

Program

Table 5.4 shows the results of t-tests on mean scores of students registered in a university entrance or a general/vocational program. Students enrolled in a university entrance program were significantly more satisfied than students registered in a general/vocational program on thirteen indicators: their Freedom to be Creative, the Opportunity to use Abilities, the Praise they get for Doing Good Work, the Physical Working Conditions in School, Testing and Grading, their Sense of Achievement, the Recognition of Work, their Relationships with Teachers, their Intellectual Stimulation, the Discipline used in School, the Attendance Policy in School, the Student Council and their Overall Satisfaction with School. Thus it is important to note that students in the university entrance program express a significantly higher degree of satisfaction than do the other students.

Table 5.3
T-Test Analysis for Mean Scores on Satisfaction Indicators Classified by Gender (N = 1043)

Response Category (N =)	Gender		t Value	Actual p
	Male (543)	Female (500)		
Freedom to be Creative	4.05	4.15	-1.33	0.19
Social Relationships in School	4.64	4.52	-0.77	0.44
Opportunity to use Abilities	4.25	4.34	-1.24	0.22
Relationships with Students	4.80	4.79	0.19	0.85
Praise for Doing Good Work	4.07	4.00	0.86	0.39
Physical Working Conditions in School	4.32	4.12	2.74	0.01
Testing and Grading	3.98	3.96	0.17	0.87
Sense of Achievement	4.20	4.31	-1.65	0.10
Recognition of Work	4.01	4.01	-0.01	0.99
Amount of Homework	3.90	3.81	1.02	0.31
Freedom to use own Judgment	3.87	3.97	-1.23	0.22
Relationships with Teachers	4.31	4.44	-1.50	0.13
Involvement in Important Decisions	3.30	3.47	-2.18	0.03
Relationships with Administrators	3.32	3.37	-0.59	0.56
Intellectual Stimulation	3.82	3.88	-0.93	0.35
Discipline used in School	3.76	3.77	-0.11	0.91
Attendance Policy in School	3.68	3.67	0.08	0.94
Courses Taking Now	4.59	4.61	-0.25	0.80
Opportunity to Influence Others	4.08	4.07	0.25	0.80
Student Council	3.63	3.75	-1.42	0.16
Overall Satisfaction with School	4.28	4.32	-0.46	0.64

Table 5.4
T-Test Analysis for Mean Scores on Satisfaction Indicators Classified by Program (N = 1006)

Response Category (N =)	Program: University Entrance (628)	Program: General/ Vocational (378)	t Value	Actual p
Freedom to be Creative	4.17	3.97	2.37	0.02
Social Relationships in School	4.56	4.41	1.89	0.06
Opportunity to use Abilities	4.38	4.18	2.50	0.01
Relationships with Students	4.81	4.79	0.21	0.84
Praise for Doing Good Work	4.10	3.92	2.27	0.02
Physical Working Conditions in School	4.33	4.08	3.17	0.00
Testing and Grading	4.03	3.88	2.06	0.04
Sense of Achievement	4.37	4.09	4.08	0.00
Recognition of Work	4.09	3.91	2.59	0.01
Amount of Homework	3.80	3.97	-1.80	0.07
Freedom to use own Judgment	3.95	3.88	0.80	0.42
Relationships with Teachers	4.47	4.24	2.62	0.01
Involvement in Important Decisions	3.43	3.29	1.66	0.10
Relationships with Administrators	3.40	3.28	1.34	0.18
Intellectual Stimulation	3.95	3.72	3.10	0.00
Discipline used in School	3.86	3.65	2.22	0.03
Attendance Policy in School	3.80	3.43	3.58	0.00
Courses Taking Now	4.63	4.58	0.68	0.50
Opportunity to Influence Others	4.09	4.03	0.80	0.43
Student Council	3.82	3.44	4.04	0.00
Overall Satisfaction with School	4.39	4.17	2.87	0.00

Plans for Further Education

The results of the analysis of variance on the means of the subgroups determined by students' plans for further education are presented in Table 5.5. Significant differences between groups occurred with eleven satisfaction indicators, the Opportunity to use Abilities, the Relationships with Students, the Praise for Doing Good Work, the Physical Working Conditions in School, Testing and Grading, Sense of Achievement, the Recognition of Work, Relationships with Teachers, Intellectual Stimulation, Attendance Policy in School, and the Courses Taking Now.

Students with plans to complete a university degree were significantly more satisfied with the Opportunity to use their Abilities than students who did not plan to complete grade 12 or who planned to complete grade 12. Students planning to complete college were significantly more satisfied with their Relationships with Students than those students planning to obtain a university degree. In Praise for Doing Good Work, students planning to complete a portion of a university or college program were significantly less satisfied than students planning to enter a graduate program.

Students with plans to enter a graduate program (mean = 4.28) were significantly more satisfied with Testing and Grading than those students planning to complete grade 12 or less (mean = 3.60), complete some college/university courses (mean = 3.92), or complete a university degree (mean = 3.94). In addition, students planning to complete college were significantly more satisfied with Testing and Grading than students who planned to complete grade 12 or less.

Students planning either to complete a university degree or to enter a graduate program were significantly more satisfied with their Sense of Achievement than those students who planned to complete some college or university courses and those who planned to complete Grade 12 or less. Those students with plans to enter a graduate program were significantly more satisfied with their Sense of Achievement than those students with plans to complete college.

Table 5.5
One-Way Analysis of Variance for Mean Scores on Satisfaction Indicators Classified by Plans for Further Education (N = 1041)

Response Category (N =)	Plans for Further Education: A Complete Grade 12 or < (129)	B some uni/coll (199)	C complete college (263)	D univ. degree (293)	E graduate program (152)	F Value	Actual p	Significantly Different Groups
Freedom to be Creative	3.99	4.10	3.98	4.21	4.14	1.50	0.20	None
Social Relationships in School	4.25	4.41	4.58	4.55	4.54	1.96	0.10	None
Opportunity to use Abilities	4.07	4.20	4.25	4.43	4.39	2.79	0.03	D - A
Relationships with Students	4.75	4.70	4.97	4.70	4.82	2.52	0.04	C - D
Praise for Doing Good Work	3.97	3.83	4.00	4.09	4.29	3.53	0.01	E - B
Physical Working Conditions in School	3.91	4.10	4.26	4.35	4.35	3.96	0.00	D - A, E - A
Testing and Grading	3.60	3.92	4.04	3.94	4.28	6.29	0.00	C - A, E - A, E - B, E - D
Sense of Achievement	4.02	4.03	4.22	4.36	4.58	8.39	0.00	D - A, D - B E - A, E - B, E - C
Recognition of Work	3.79	3.85	4.01	4.09	4.23	4.57	0.00	E - A, E - B
Amount of Homework	3.81	3.90	3.91	3.73	4.01	1.78	0.32	None
Freedom to use own Judgment	3.95	3.78	3.92	4.02	3.86	1.08	0.37	None
Relationships with Teachers	4.10	4.27	4.32	4.44	4.70	4.27	0.00	E - A, E - B, E - C
Involvement in Important Decisions	3.45	3.33	3.28	3.44	3.43	0.81	0.52	None
Relationships with Administrators	3.19	3.30	3.32	3.40	3.43	0.75	0.56	None
Intellectual Stimulation	3.59	3.77	3.79	3.92	4.11	4.37	0.00	E - A, E - B, E - C
Discipline used in School	3.58	3.70	3.69	3.83	4.01	2.13	0.08	None
Attendance Policy in School	3.25	3.65	3.57	3.76	4.05	5.04	0.00	D - A, E - A, E - C
Courses Taking Now	4.32	4.44	4.70	4.58	4.89	6.17	0.00	C - A, E - A, E - B, E - D
Opportunity to Influence Others	3.96	3.98	4.16	4.03	4.18	1.79	0.13	None
Student Council	3.49	3.57	3.56	3.87	3.81	3.00	0.02	
Overall Satisfaction with School	4.09	4.18	4.30	4.37	4.48	2.75	0.03	

A significant difference in the satisfaction level with the Recognition of Work occurred between students with plans to enter a graduate program and students with plans to complete some college/university courses or with plans to complete Grade 12 or less. Students who planned to enter a graduate program were significantly more satisfied with the Recognition of their Work than the respondents with plans to complete some college/university courses or to complete grade 12 or less.

Students planning to enter a graduate program were significantly more satisfied with their Relationships with Teachers than students who planned to complete a college program, to take some university/college courses, or to complete Grade 12 or less. There was a significant difference with the satisfaction level with Intellectual Stimulation between groups of students. Those students with plans to complete grade 12 or less, to take some university/college courses, or to complete college were significantly less satisfied with the amount of Intellectual Stimulation than students with plans to enter a graduate program.

With a mean score of 3.25, those students with no plans to complete grade 12 or with plans to complete grade 12 only were significantly less satisfied with the Attendance Policy in School than students planning to complete a university degree (mean = 3.76) and those students planning to enter a graduate program (mean = 4.05). Further, those students planning to enter a graduate program were significantly more satisfied with the Attendance Policy in School than those students planning to complete a college program.

In Courses Taking Now, the mean scores of those students planning to enter a graduate program (mean = 4.89) were significantly higher than those students with plans to complete a university degree (mean = 4.03), to take some college/university courses (mean = 4.44), or to complete Grade 12 or less(mean = 4.32). In addition, those students with plans to complete a college program were significantly more satisfied with the Courses they are Taking Now than students planning to complete Grade 12 or less.

The significant F ratio in satisfaction with Student Council and Overall Satisfaction with School indicates a relationships between satisfaction and plans for further education.

Thus it appears that Plans for Further Education are substantially related to the satisfaction level of students. This would be expected from the previous finding in Hellyer's 1974 study.

Father's Highest Education

The results of the analysis of variance on the mean scores of subgroups determined by father's highest education are presented in Table 5.6. A significant difference in the level of student satisfaction with their Freedom to be Creative occurred between those students with a father who had completed college and students with a father who had completed elementary/junior high school. Students with a father who had completed college were more satisfied with their Freedom to be Creative than those students with a father who had completed elementary/junior high school.

A significant difference in the degree of satisfaction with student's Opportunity to use Abilities occurred between those students with a father who had completed a university degree and those students with a father who had completed elementary/junior high school. Students with fathers who completed elementary/junior high school were significantly less satisfied with the Opportunity to use their Abilities than students with fathers who completed a university degree.

A significant difference, with the level of satisfaction between groups, occurred with the Physical Working Conditions in School. Students with a father who had completed college were significantly more satisfied with the Physical working Conditions in School than students with a father who had some college/university experience or who had completed elementary/junior high school.

In the Discipline Used in School, a mean score of 4.06 for those students with a father who had completed college was significantly higher than the mean score (3.78) for students with a father who had some college/university courses and the mean score (3.62) for students with a father who had completed elementary/junior high school. This means

Table 5.6
One-Way Analysis of Variance for Mean Scores on Satisfaction Indicators Classified by Father's Education (N = 1015)

Response Category (N =)	Father's Highest Education: A elem/jr. high (212)	B senior high (363)	C some coll/ univ. (114)	D compl. coll. (196)	E univ. degree (130)	F Value	Actual p	Significantly Different Groups
Freedom to be Creative	3.87	4.16	4.13	4.21	4.05	2.57	0.04	D - A
Social Relationships in School	4.39	4.45	4.75	4.55	4.42	1.87	0.11	None
Opportunity to use Abilities	4.11	4.25	4.42	4.33	4.52	2.88	0.02	E - A
Relationships with Students	4.77	4.79	4.90	4.75	4.71	0.53	0.72	None
Praise for Doing Good Work	3.98	3.97	4.09	4.16	4.12	1.08	0.36	None
Physical Working Conditions in School	4.07	4.17	4.05	4.45	4.42	4.36	0.00	D - C, D - A
Testing and Grading	3.96	3.93	3.89	3.96	4.14	0.91	0.46	None
Sense of Achievement	4.21	4.20	4.20	4.36	4.33	1.07	0.37	None
Recognition of Work	3.95	3.97	4.00	4.10	4.09	0.84	0.50	None
Amount of Homework	3.90	3.81	3.83	3.89	3.89	0.21	0.93	None
Freedom to use own Judgment	3.88	3.90	3.90	3.97	3.93	0.18	0.95	None
Relationships with Teachers	4.28	4.30	4.35	4.46	4.59	1.64	0.16	None
Involvement in Important Decisions	3.32	3.40	3.33	3.43	3.40	0.31	0.87	None
Relationships with Administrators	3.32	3.25	3.24	3.43	3.56	1.55	0.19	None
Intellectual Stimulation	3.73	3.85	3.78	3.91	4.04	1.69	0.15	None
Discipline used in School	3.62	3.78	3.36	4.06	3.87	5.17	0.00	D - C, D - A
Attendance Policy inSchool	3.55	3.64	3.52	3.87	3.88	1.92	0.10	None
Courses Taking Now	4.56	4.57	4.68	4.62	4.62	0.31	0.87	None
Opportunity to Influence Others	4.03	4.01	4.08	4.15	4.13	0.72	0.58	None
Student Council	3.53	3.70	3.75	3.77	3.71	0.87	0.48	None
Overall Satisfaction with School	4.11	4.32	4.18	4.47	4.35	2.92	0.02	D - A

that those students with a father who had completed college were significantly more satisfied with the Discipline Used in School than students with a father who had some college/university courses or students with a father who had completed elementary/junior high school.

A significant difference existed with Overall Satisfaction with School between groups. Those students with a father who had completed college were significantly more satisfied with their Overall Satisfaction with School than those students with a father who had completed elementary/junior high school. On the whole student satisfaction is not strongly related to father's level of education.

Mother's Highest Education

Table 5.7 displays the mean scores and analysis of variance of the responses of groups determined by Mother's Highest Education. Significant differences between groups occurred with only two satisfaction indicators, the Physical Working Conditions in School and Relationships with Teachers. Those students with a mother who had a university degree were significantly more satisfied with the Physical Working Conditions in School than those students with a mother who had completed college or with a mother who had completed elementary/junior high school.

Those students with a mother who had a university degree or who had completed college were significantly more satisfied with their Relationships with Teachers than those students with a mother who had completed elementary/junior high only. On the whole, however, student satisfaction was not substantially related to mother's level of education.

Summary

In summary, this portion of Chapter 5 was to report the significant differences in satisfaction levels among subgroups, based on seven background variables: age, grade, gender, program, plans for further education, father's highest education, and mother's highest education. There were no significant differences in the degree of satisfaction

Table 5.7
One-Way Analysis of Variance for Mean Scores on Satisfaction Indicators Classified by Mother's Education (N = 1014)

Response Category (N =)	Mother's Highest Education: A elem/jr. high (154)	B senior high (468)	C some coll/ univ. (153)	D compl. coll. (113)	E univ. degree (126)	F Value	Actual p	Significantly Different Groups
Freedom to be Creative	3.99	4.12	4.01	4.17	4.14	0.66	0.62	None
Social Relationships in School	4.29	4.54	4.55	4.56	4.42	1.50	0.20	None
Opportunity to use Abilities	4.27	4.23	4.37	4.43	4.30	0.86	0.49	None
Relationships with Students	4.67	4.84	4.79	4.81	4.72	0.83	0.51	None
Praise for Doing Good Work	4.02	3.99	4.12	4.03	4.13	0.56	0.69	None
Physical Working Conditions in School	4.08	4.24	4.20	4.03	4.53	3.37	0.01	E - D, E - A
Testing and Grading	3.81	3.93	4.07	4.01	4.12	1.72	0.14	None
Sense of Achievement	4.12	4.21	4.30	4.33	4.35	1.26	0.28	None
Recognition of Work	3.97	3.97	4.02	3.99	4.19	1.15	0.33	None
Amount of Homework	3.90	3.79	3.71	3.96	4.15	2.18	0.07	None
Freedom to use own Judgment	3.85	3.88	3.73	3.96	4.18	2.28	0.06	None
Relationships with Teachers	4.08	4.35	4.44	4.55	4.53	2.88	0.02	E - A, D - A
Involvement in Important Decisions	3.30	3.32	3.41	3.50	3.54	1.25	0.29	None
Relationships with Administrators	3.26	3.24	3.49	3.29	3.58	2.17	0.07	None
Intellectual Stimulation	3.89	3.83	3.80	3.88	3.91	0.26	0.91	None
Discipline used in School	3.79	3.67	3.72	3.91	3.90	1.08	0.37	None
Attendance Policy in School	3.66	3.55	3.78	3.77	3.82	1.18	0.32	None
Courses Taking Now	4.61	4.57	4.64	4.50	4.69	0.50	0.74	None
Opportunity to Influence Others	4.13	3.99	4.12	4.11	4.18	1.28	0.28	None
Student Council	3.60	3.69	3.68	3.73	3.68	0.16	0.96	None
Overall Satisfaction with Your School	4.17	4.27	4.31	4.36	4.42	1.01	0.40	None

between subgroups based on the seven background variables for four of the 20 satisfaction indicators: Social Relationships in School, the Freedom to use own Judgment, Relationships with Administrators, and the Opportunity to Influence Others. That is, students' degree of satisfaction with these four satisfaction indicators were not affected by their age, grade, gender, program, plans for further education, father's highest education, or mother's highest education.

Age The age of the students was not significantly related to overall student satisfaction.

Grade The analysis of the data appeared to indicate that students who were in a higher grade were more satisfied than the students in a lower grade.

Gender There were no significant differences between males and females on nineteen of the twenty satisfaction indicators. Thus, individual gender does not appear to be related to student satisfaction.

Program Students enrolled in a university entrance program were more satisfied on eleven of the twenty satisfaction indicators. In particular, they were more satisfied with school overall than those students enrolled in a general/vocational program.

Plans for Further Education There was a consistent trend in differences between groups based on students' plans for further education. Those students who planned to complete college, obtain a university degree, or enter a graduate program were more satisfied.

Father's Highest Education On the whole, student satisfaction was not strongly related to father's level of education.

Mother's Highest Education On the whole, student satisfaction was not significantly related to mother's level of education.

Overall Satisfaction by Selected Variables

This section of the chapter presents the statistical analysis of the data collected to examine the differences in student satisfaction between groups defined by three other variables. The three variables examined were the number of school-related extracurricular activities that a student was involved in, the students' last year's average mark, and the number of hours students worked in a paying job after school. Significant differences with the degrees of satisfaction within these groups are described below.

Number of School-Related Extracurricular Activities

The mean scores for groups determined by the number of school-related extracurricular activities students are involved in are presented in Table 5.8. There were significant differences between groups for all satisfaction indicators except Social Relationships in School, Relationships with Students, the Praise you get for Doing Good Work, Testing and Grading, Recognition of Work, the Amount of Homework, the Freedom to use your own Judgment, and the Opportunity to Influence Others. In the 13 remaining satisfaction items, students not involved in any school-related extracurricular activities were less satisfied with school-related experiences than were those involved in one or more school-related extracurricular activity.

Students who participated in one extracurricular activity were significantly more satisfied with their Freedom to be Creative than those students who did not participate in any school-related extracurricular activities.

There was a significant difference, between groups, in the level of satisfaction with the Opportunity to use Abilities. Students who did not participate in any school-related extracurricular activities (mean = 4.15) were less satisfied with the Opportunity to use their Abilities than students who participated in one extracurricular activity (mean = 4.41) and students who participated in two extracurricular activities (mean = 4.51).

Table 5.8
One-Way Analysis of Variance for Mean Scores on Satisfaction Indicators Classified by the Number of School-Related Extracurricular Activities (N = 1041)

Response Category (N =)	Number of Extracurricular Activities A No Activities (524)	B 1 Activity (260)	C 2 Activities (154)	D 3 or more Activities (103)	F Value	Actual p	Significantly Different Groups
Freedom to be Creative	3.96	4.20	4.24	4.26	3.95	0.01	B - A
Social Relationships in School	4.41	4.62	4.61	4.40	2.33	0.07	None
Opportunity to use Abilities	4.15	4.41	4.51	4.42	5.40	0.00	B - A, C - A
Relationships with Students	4.69	4.85	4.93	4.97	3.47	0.02	None
Praise for Doing Good Work	3.99	4.05	4.15	4.03	0.68	0.57	None
Physical Working Conditions in School	4.10	4.29	4.40	4.45	4.54	0.00	C - A, D - A
Testing and Grading	3.91	3.96	4.13	4.04	1.51	0.21	None
Sense of Achievement	4.13	4.30	4.42	4.51	5.70	0.00	C - A, D - A
Recognition of Work	3.96	4.03	4.17	4.00	1.57	0.20	None
Amount of Homework	3.84	3.83	3.86	3.99	0.36	0.78	None
Freedom to use own Judgment	3.82	4.01	4.12	3.83	2.75	0.04	None
Relationships with Teachers	4.17	4.37	4.77	4.78	11.86	0.00	C - A, C - B D - A, D - B C - A
Involvement in Important Decisions	3.28	3.38	3.59	3.60	3.84	0.01	C - A, D - A
Relationships with Administrators	3.20	3.36	3.55	3.69	5.24	0.00	C - A, D - A
Intellectual Stimulation	3.76	3.82	4.02	4.15	4.75	0.00	B - A, D - A, C - A
Discipline used in School	3.55	3.90	4.12	4.01	9.13	0.00	C - A, D - A
Attendance Policy in School	3.53	3.69	3.93	3.97	4.02	0.01	C - A
Courses Taking Now	4.49	4.64	4.77	4.78	3.80	0.01	None
Opportunity to Influence Others	4.00	4.07	4.19	4.27	2.90	0.03	B - A, C - A, D - A
Student Council	3.46	3.79	3.99	4.09	10.07	0.00	B - A, C - A, D - A
Overall Satisfaction with School	4.08	4.43	4.68	4.51	14.45	0.00	

The degree of satisfaction with Physical Working Conditions in School was related to the number of school-related extracurricular activities that students were involved in. Those students who did not participate in any school-related extracurricular activities were significantly less satisfied with the Physical Working Conditions in School than students who participated in two or more extracurricular activities.

A significant difference in student's Sense of Achievement occurred between groups. Those students who did not participate in any extracurricular activities were significantly less satisfied with their Sense of Achievement than those students who participated in two or more extracurricular activities.

There was a significant difference between groups in Relationship with Teachers. Students who participated in two or more extracurricular activities were significantly more satisfied with their Relationship with Teachers than those students that participated in one, or did not participate in extracurricular activities.

The levels of satisfaction for students with their Involvement in Important Decisions were significantly different, dependent upon students participating or not participating in school-related extracurricular activities. Students who did not participate in any extracurricular activities (mean = 3.28) were significantly less satisfied with their Involvement in Important Decisions than students who participated in two extracurricular activities (mean = 3.59).

Two satisfaction indicators, Relationships with Administrators and Intellectual Stimulation, showed significant differences in the degree of satisfaction between the same groups. Those students that did not participate in any school-related extracurricular activities were significantly less satisfied with both their Relationships with Administrators and with the Intellectual Stimulation than those students who participated in two or more extracurricular activities.

The number of school-related extracurricular activities was related to student's level of satisfaction with the Discipline used in School. Students who did not participate in any

school-related extracurricular activities (mean = 3.55) were more dissatisfied with the Discipline used in the School, than students who participated in one activity (mean = 3.90), two activities (mean = 4.12), and three or more activities (mean = 4.01).

Student's level of satisfaction with the Attendance Policy in School was significantly different between groups. Students who participated in two or more extracurricular activities were significantly more satisfied with the Attendance Policy in School than those students did not participate in any school-related extracurricular activities.

There was a significant difference in the level of satisfaction, between groups, with the Courses Taking Now. Students who participated in two activities, with a mean score of 4.77, were more satisfied than those students who participated in no extracurricular activities (mean = 4.49) with the Courses Taking Now.

The level of satisfaction with the Student Council was significantly different between groups determined by the number of school-related extracurricular activities that students participated in. Those students who did not participate in any extracurricular activities were significantly less satisfied with the Student Council than students who participated in one or more school-related extracurricular activities.

The degree of satisfaction with the Overall Satisfaction with School was significantly related to the involvement in school-related activities. Students who participated in one (mean = 4.43), in two (mean = 4.68) and in three or more extracurricular activities (mean = 4.51) were significantly more satisfied than students who did not participate in any school-related extracurricular activities (mean = 4.08) with their Overall Satisfaction with School.

In summary and in a further analysis of the results, there appeared to be a significant difference in the level of satisfaction between those students who did participate and those students who did not participate in extracurricular activities. The results of a t-test was performed on the means of the groups defined by those who did participate and

those who did not participate in school-related extracurricular activities are presented in Table 5.9. Significant differences between the two groups occurred on all satisfaction indicators except the Praise for Doing Good Work, Testing and Grading, Recognition of Work, and the Amount of Homework. Those students who participated in at least one school-related extracurricular activity were significantly more satisfied with the remaining seventeen satisfaction indicators than those students who did not participate in any school-related extracurricular activities.

Last Year's Average Mark

Table 5.10 presents the one way analysis of variance for mean scores of students on satisfaction indicators classified by their Last Year's Average Mark. There were several indicators that suggested a significant difference in the satisfaction level of high school students between groups determined by Last Year's Average. In all cases in which there was a significant difference, two groups, students in the 70 - 79 range and students in the 50 - 59 range, were significantly different in their levels of satisfaction.

Students with last year's average in the 70 - 79 range were significantly more satisfied than students with last year's average in the 50 - 59 range with their Freedom to be Creative and in The Opportunity to use Abilities.

In the Praise for Doing Good Work, students with last year's average in the 80 - 100 range (mean = 4.34) were significantly more satisfied than students with last year's average in the 50 - 59 range (mean = 3.79) and in the 60 - 69 range (mean = 3.92).

The degrees of satisfaction between groups with the Physical Working Conditions in School were significantly different between groups defined by students with last year's average mark in the 70 - 79 range, the 50 - 59 range and the 60 - 69 range. Students with last year's average mark in the 70 - 79 range were significantly more satisfied with the Physical Working Conditions in School than students with last year's average mark in the 50 - 59 range and in the 60 - 69 range.

Table 5.9
T-Test Analysis for Mean Scores on Satisfaction Indicators Classified by Participation in School-Related Extracurricular Activities (N = 1041)

Response Category (N =)	Participation in Activities: None (524)	At Least One (517)	t Value	Actual p
Freedom to be Creative	3.96	4.22	-3.42	0.00
Social Relationships in School	4.41	4.57	-2.09	0.04
Opportunity to use Abilities	4.15	4.44	-3.93	0.00
Relationships with Students	4.69	4.90	-3.08	0.00
Praise for Doing Good Work	3.99	4.08	-1.11	0.27
Physical Working Conditions in School	4.10	4.35	-3.44	0.00
Testing and Grading	3.91	4.03	-1.55	0.12
Sense of Achievement	4.13	4.38	-3.73	0.00
Recognition of Work	3.95	4.06	-1.64	0.10
Amount of Homework	3.84	3.87	-0.31	0.76
Freedom to use own Judgment	3.82	4.01	-2.24	0.03
Relationships with Teachers	4.17	4.57	-4.81	0.00
Involvement in Important Decisions	3.28	3.49	-2.77	0.01
Relationships with Administrators	3.20	3.48	-3.29	0.00
Intellectual Stimulation	3.76	3.95	-2.67	0.01
Discipline used in School	3.55	3.99	-5.00	0.00
Attendance Policy in School	3.53	3.82	-2.95	0.00
Courses Taking Now	4.49	4.71	-3.09	0.00
Opportunity to Influence Others	4.00	4.15	-2.34	0.02
Student Council	3.46	3.91	-5.13	0.00
Overall Satisfaction with School	4.08	4.52	-6.21	0.00

Table 5.10
One-Way Analysis of Variance for Mean Scores on Satisfaction Indicators Classified by Last Year's Average (N = 1031)

Response Category (N =)	Last Year's Average Mark A <50 (21)	B 50 - 59 (152)	C 60 - 69 (367)	D 70 - 79 (339)	E 80 - 100 (152)	F Value	Actual p	Significantly Different Groups
Freedom to be Creative	3.71	3.88	4.01	4.23	4.24	3.76	0.01	D - B
Social Relationships in School	3.91	4.31	4.55	4.56	4.49	2.47	0.04	None
Opportunity to use Abilities	3.71	4.05	4.24	4.43	4.40	4.61	0.00	D - B
Relationships with Students	4.70	4.73	4.84	4.77	4.87	0.39	0.81	None
Praise for Doing Good Work	3.62	3.79	3.92	4.13	4.34	6.09	0.00	D - B, E - B, E - C
Physical Working Conditions in School	3.71	4.03	4.10	4.46	4.22	6.14	0.00	D - B, D - C
Testing and Grading	3.29	3.62	3.94	4.09	4.14	7.19	0.00	C - B, D - A, D - B, E - A E - B
Sense of Achievement	3.62	3.91	4.15	4.39	4.60	12.74	0.00	D - A, D - B D - C, E - A, E - B, E - C
Recognition of Work	3.40	3.79	3.96	4.10	4.19	5.25	0.00	D - A, D - B, E - A, E - B
Amount of Homework	3.75	3.80	3.86	3.83	3.90	0.13	0.97	None
Freedom to use own Judgment	3.47	3.83	3.85	4.04	3.88	1.79	0.13	None
Relationships with Teachers	3.62	4.01	4.28	4.52	4.68	8.16	0.00	D - A, D - B, E - A, E - B, E - C
Involvement in Important Decisions	3.33	3.16	3.33	3.52	3.41	2.53	0.04	D - B
Relationships with Administrators	2.67	3.13	3.32	3.46	3.39	2.78	0.03	None
Intellectual Stimulation	3.62	3.67	3.73	4.00	3.99	4.23	0.00	D - B, D - C
Discipline used in School	3.00	3.35	3.75	3.94	3.88	6.43	0.00	C - B, E- B D - A, D - B
Attendance Policy in School	3.20	3.36	3.51	3.95	3.78	5.79	0.00	D - B, D - C
Courses Taking Now	4.50	4.34	4.49	4.81	4.61	5.85	0.00	D - B, D - C
Opportunity to Influence Others	3.90	3.97	4.09	4.14	3.97	1.28	0.28	None
Student Council	4.05	3.34	3.63	3.85	3.73	3.86	0.00	D - B
Overall Satisfaction with School	3.55	4.08	4.21	4.48	4.39	6.36	0.00	E - A, D - A, D - B, D - C

The levels of satisfaction with Testing and Grading varied significantly between groups. Students with last year's average mark in the 50 - 59 range were significantly more dissatisfied with the Testing and Grading than students with last year's average mark in the 60 - 69 range, in the 70 - 79 range, and in the 80 - 100 range. Further, students with last year's average mark in the 70 - 79 range and in the 80 - 100 range were significantly more satisfied with the Testing and Grading than students with last year's average mark less than 50.

Students with last year's average mark in the 70 - 79 range and in the 80 - 100 range were significantly more satisfied with their Sense of Achievement than students with last year's average mark less than 50, in the 50 - 59 range and in the 60 - 69 range.

The levels of satisfaction between groups with the Recognition of Work were significantly different. Students with last year's average in the 70 - 79 range and in the 80 - 100 range were significantly more satisfied with the Recognition of Work than students with last year's average less than 50 and in the 50 - 59 range.

Significant differences, with the Relationships with Teachers, occurred between students with last year's average mark in the 70 - 79 range (mean = 4.52), in the less than 50 range (mean = 3.62) and in the 50 - 59 range (mean = 4.01). Students with last year's average mark in the 70 - 79 range were significantly more satisfied with their Relationships with Teachers than students with last year's average mark with less than 50 or in the 50 - 59 range. In addition, students with last year's average mark in the 80 - 100 range (mean = 4.68) were significantly more satisfied with their Relationships with Teachers than students with last year's average mark in the 60 - 69 range (mean = 4.28), in the 50 - 59 range (mean = 4.01) and less than 50 (mean = 3.62).

The level of satisfaction with the Involvement in Important Decisions was significantly different in only one case. Students with last year's average mark in the 70 - 79 range were significantly more satisfied than students with last year's average mark in the 50 - 59 range with their Involvement in Important Decisions.

The level of satisfaction with Intellectual Stimulation was significantly different between students with last year's average mark in the 70 - 79 range and students with last year's average mark in the 60 - 69 range or in the 50 - 59 range. Students with last year's average mark in the 70 - 79 range (mean = 4.00) were significantly more satisfied with the Intellectual Stimulation than students with last year's average mark in the 60 - 69 range (mean = 3.73) or with last year's average mark in the 50 - 59 range (mean = 3.67).

There was a significant difference in the levels of satisfaction between groups with the Discipline Used in School. Students with last year's average mark in the 50 - 59 range were significantly less satisfied with the Discipline Used in School than students with last year's average mark in the 60 - 69 range, in the 70 - 79 range and in the 80 - 100 range. A significant difference also occurred between students with last year's average mark in the 70 - 79 range and students with last year's average mark less than 50. Students with last year's average mark in the 70 - 79 range were significantly more satisfied with the Discipline used in the School than students with last year's average mark less than 50.

Significant differences occurred between students with last year's average mark in the 70 - 79 group, in the 50 - 59 group and in the 60 - 69 group, with the Attendance Policy in School and with the Courses Taking Now. Students with last year's average mark in the 70 - 79 range were significantly more satisfied with both the Attendance Policy in School and the Courses Taking Now than the students with last year's average mark in the 50 - 59 range and in the 60 - 69 range .

The level of satisfaction with the Student Council was significantly different between two groups. Students with last year's average mark in the 70 - 79 range were significantly more satisfied with the Student Council than students with last year's average mark in the 50 - 59 range.

Students with last year's average mark in the 80 - 100 range were significantly higher on their Overall Satisfaction with School than students with last year's average mark less than 50. A significant difference with Overall Satisfaction with School also occurred

between students with last year's average mark in the 70 - 79 range and students with last year's average mark less than 50, in the 50 - 59 range, or in the 60 - 69 range. Students with last year's average mark in the 70 - 79 range were significantly more satisfied with their Overall Satisfaction with School than students with last year's average mark less than 50, in the 50 - 59 range, and in the 60 - 69 range.

In summary, the results of this analysis indicate that, based on last year's average mark, students with a mark in the 70 - 100 range were significantly more satisfied than those students in the less than 70 range. The data illustrated in Table 5.11 are the results of a t-test performed on the groups defined by last year's average mark, below 70 or 70 and higher. Significant differences did not occur between the two groups with the Social Relationships in School, Relationships with Students, the Amount of Homework, the Freedom to use own Judgment, and the Opportunity to Influence Others. In all other cases, those students in the 70 and higher group were significantly more satisfied than those students with last year's average mark less than 70.

Number of Hours in a Paying Job After School

The mean scores for groups determined by the number of hours that students work in a paying job after school are are presented in Table 5.12. With the exception of one satisfaction item, there were no significant differences in the level of satisfaction among high school students and the number of hours they work in a paying job after school.

Students who work more than 21 hours a week in a paying job (mean = 3.94) were more dissatisfied with their Sense of Achievement than students who did not work (mean = 4,28), who worked 16 - 20 hours (mean = 4.35), and who worked 11 - 15 hours (mean = 4.40).

In summary, there were no significant differences in the level of satisfaction among high school students and the number of hours they work in a paying job after school. A t-test was then performed on the groups defined by whether or not they work in a paying job

Table 5.11
T-Test Analaysis for Mean Scores on Satisfaction Indicators Classified by Last Year's Average Mark (N = 1031)

Response Category (N =)	Last Year's Average Mark <70 (540)	≥70 (491)	t Value	Actual p
Freedom to be Creative	3.96	4.23	-3.58	0.00
Social Relationships in School	4.46	4.53	-1.00	0.32
Opportunity to use Abilities	4.16	4.42	-3.55	0.00
Relationships with Students	4.80	4.79	0.15	0.88
Praise for Doing Good Work	3.87	4.20	-4.35	0.00
Physical Working Conditions in School	4.07	4.38	-4.23	0.00
Testing and Grading	3.83	4.11	-3.90	0.00
Sense of Achievement	4.06	4.46	-6.10	0.00
Recognition of Work	3.89	4.13	-3.62	0.00
Amount of Homework	3.84	3.85	-0.13	0.90
Freedom to use own Judgment	3.83	3.99	-2.01	0.05
Relationships with Teachers	4.18	4.57	-4.80	0.00
Involvement in Important Decisions	3.28	3.49	-2.68	0.01
Relationships with Administrators	3.25	3.44	-2.23	0.03
Intellectual Stimulation	3.71	4.00	-4.06	0.00
Discipline used in School	3.61	3.92	-3.55	0.00
Attendance Policy in School	3.46	3.90	-4.52	0.00
Courses Taking Now	4.45	4.75	-4.26	0.00
Opportunity to Influence Others	4.05	4.09	-0.51	0.61
Student Council	3.56	3.81	-2.81	0.01
Overall Satisfaction with School	4.15	4.45	-4.22	0.00

Table 5.12
One-Way Analysis of Variance for Mean Scores on Satisfaction Indicators Classified by the Number of Hours in Paying Job After School (N = 1039)

Response Category (N =)	Number of Hours in a Paying Job After School						F Value	Actual p	Signficantly Different Groups
	A None (535)	B <5 (54)	C 6-10 (90)	D 11-15 (102)	E 16-20 (144)	E ≥21 (114)			
Freedom to be Creative	4.12	4.06	4.15	4.24	4.05	3.90	0.94	0.45	None
Social Relationships in School	4.51	4.43	4.27	4.63	4.69	4.31	2.11	0.06	None
Opportunity to use Abilities	4.30	4.44	4.27	4.35	4.32	4.10	0.88	0.50	None
Relationships with Students	4.77	4.63	4.64	4.92	4.99	4.80	1.72	0.13	None
Praise for Doing Good Work	4.11	4.11	3.92	4.06	3.94	3.80	1.67	0.14	None
Physical Working Conditions in School	4.22	4.28	4.20	4.25	4.20	4.24	0.05	1.00	None
Testing and Grading	4.01	4.02	3.88	4.11	3.97	3.75	1.30	0.26	None
Sense of Achievement	4.28	4.28	4.10	4.40	4.35	3.94	2.76	0.02	A - F, E - F, D - F
Recognition of Work	4.05	4.19	3.97	4.15	3.98	3.72	2.54	0.03	None
Amount of Homework	3.84	3.91	3.56	3.98	3.92	3.95	1.13	0.34	None
Freedom to use own Judgment	3.90	4.00	3.77	4.22	3.98	3.74	1.86	0.10	None
Relationships with Teachers	4.36	4.56	4.24	4.60	4.29	4.35	1.08	0.37	None
Involvement in Important Decisions	3.39	3.67	3.53	3.44	3.35	3.05	2.53	0.03	None
Relationships with Administrators	3.40	3.39	3.25	3.61	3.10	3.14	2.45	0.03	None
Intellectual Stimulation	3.85	4.07	3.60	3.99	3.85	3.82	1.65	0.15	None
Discipline used in School	3.80	3.77	3.73	3.75	3.69	3.78	0.16	0.98	None
Attendance Policy in School	3.64	4.02	3.80	3.86	3.69	3.39	1.67	0.14	None
Courses Taking Now	4.57	4.68	4.66	4.63	4.58	4.64	0.22	0.95	None
Opportunity to Influence Others	4.04	4.23	4.08	4.08	4.01	4.23	1.00	0.42	None
Student Council	3.72	3.78	3.73	3.78	3.60	3.46	0.86	0.51	None
Overall Satisfaction with School	4.31	4.50	4.32	4.45	4.29	4.02	2.05	0.07	None

after school to identify any significant differences in the level of satisfaction among high school students. The results of this t-test are provided in Table 5.13. A significant difference occurred in Praise for Doing Good Work between those students who did work in a paying job after school and those students who did not. Those students who did not work in a paying job after school were somewhat more satisfied with the Praise for Doing Good Work than those student who did work in a paying job after school. There were no significant differences with the remaining satisfaction items.

Table 5.13
T-Test Analysis for Mean Scores on Satisfaction Indicators Classified by Having a Paying Job or Not (N = 1039)

Response Category (N =)	Paying Job or Not: No Job (535)	A Job (504)	t Value	Actual p
Freedom to be Creative	4.12	4.07	0.59	0.56
Social Relationships in School	4.51	4.49	0.31	0.76
Opportunity to use Abilities	4.30	4.28	0.34	0.74
Relationships with Students	4.77	4.83	-0.92	0.36
Praise for Doing Good Work	4.11	3.95	2.17	0.03
Physical Working Conditions in School	4.22	4.23	-0.10	0.92
Testing and Grading	4.01	3.94	0.98	0.33
Sense of Achievement	4.28	4.23	0.79	0.43
Recognition of Work	4.05	3.97	1.13	0.26
Amount of Homework	3.84	3.87	-0.37	0.71
Freedom to use own Judgment	3.90	3.94	-0.51	0.61
Relationships with Teachers	4.36	4.39	-0.29	0.77
Involvement in Important Decisions	3.39	3.37	0.28	0.78
Relationships with Administrators	3.40	3.27	1.56	0.12
Intellectual Stimulation	3.85	3.85	-0.02	0.98
Discipline used in School	3.80	3.74	0.69	0.49
Attendance Policy in School	3.64	3.71	-0.78	0.43
Courses Taking Now	4.57	4.63	-0.84	0.40
Opportunity to Influence Others	4.04	4.11	-1.12	0.26
Student Council	3.72	3.65	0.78	0.44
Overall Satisfaction with School	4.31	4.29	0.30	0.77

Predictors of Overall Satisfaction

One of the objectives of this study was to obtain information on which of the 20 high school experiences, the seven background variables and the three other variables would best predict the overall satisfaction of students. A multiple step-wise regression analysis technique was used for this analysis.

The seven background variables, age, grade, gender, program, plans for further education, father's highest level of education, and mother's highest level of education; and the three other variables, number of school-related extracurricular activities, last year's average mark, and paying job after school; were entered first. After this the 20 high school experiences were entered. Table 5.[illegible] identifies the statistically significant predictors of Overall Satisfaction of students. The 10 variables contributed 1.6% to the total variance in predicting Overall Satisfaction. Relationships with Teachers entered as the first predictor of Overall Satisfaction contributing 24.6% of the total variance. Discipline in School entered next with an additional 12.2% of the variance. Courses Taking Now, Student Council, Involvement in Important Decisions, and Social Relationships in School contributed an additional amount of 6.7% , 3.7%, 2.3%, and 1.5% respectively to the total variance in predicting Overall Satisfaction among students. Physical Working Conditions (0.9%), Sense of Achievement (0.6%), Freedom to use own Judgment (0.4%) and Freedom to be Creative (0.3%) contributed further to bring the total variance to 54.8%.

The correlation coefficient (r) indicates the direction of the relationship between the satisfaction predictor and overall satisfaction. All the predictors had a positive and significant correlation with Overall Satisfaction. However, in the regression equation the interrelationships between the predictor variables was such that after two or three had been entered into the equation, the others made only minor, though significant additional contributions.

Table 5.14
Multiple Stepwise Linear Regression Analysis for Prediction of Overall Student Satisfaction with Background Variables, Selected Variables and Satisfaction Indicators as Predictors (N = 875)

Variable	Multiple R	R^2	Percentage Contribution	β	r
Ten Background Variables	.128	.016	1.6		
Satisfaction with Relationships with Teachers	.512	.262	24.6	.185	.506
Satisfaction with the Discipline in School	.619	.384	12.2	.204	.495
Satisfaction with Courses Taking Now	.672	.451	6.7	.171	.471
Satisfaction with the Student Council	.699	.488	3.7	.134	.435
Satisfaction with Involvement in Important Decisions	.715	.511	2.3	.102	.476
Satisfaction with Social Relationships in School	.725	.526	1.5	.105	.388
Satisfaction with the Physical Working Conditions	.732	.535	0.9	.084	.387
Satisfaction with Sense of Achievement	.735	.541	0.6	.082	.395
Satisfaction with the Freedom to use Own Judgment	.738	.545	0.4	.071	.461
Satisfaction with the Freedom to be Creative	.740	.548	0.3	.061	.452

The remaining indicators of satisfaction were not statistically significant predictors of overall satisfaction. The addition of the remaining indicators to the regression analysis contributed little more to the variance.

Discussion of Predictors of Overall Satisfaction

Satisfaction with the Relationships with Teachers refers to the communication and interaction that students experience with their teachers. Relationships with Teachers was the best predictor of Overall Satisfaction (r = .51) and contributed 24.6% to the total variance. This indicates that the degree of satisfaction with Relationships with Teachers will play an important role in predicting students' degree of satisfaction with school overall. It is expected that the higher the degree of satisfaction with their Relationships with Teachers, there will be a higher degree of satisfaction with school overall. It may also suggest that Relationships with Teachers may be a big influence on the students level of Overall Satisfaction with school.

Satisfaction with the Discipline Used in School was the second predictor of Overall Satisfaction to enter the multiple regression equation. Discipline Used in School refers to any discipline policies and actions that may be taken by the school to reprimand students. Individually, satisfaction with the Discipline Used in School had a correlation coefficient of .50. Entered in the multiple regression equation, satisfaction with the Discipline Used in School contributed 12.2% to the total variance. It is expected that, if there is a high degree of satisfaction with the Discipline Used in School, there will be a high degree of satisfaction overall with school.

The third predictor of Overall Satisfaction to enter the multiple regression equation was satisfaction with Courses the students were Taking Now. Satisfaction with Courses Taking Now describes the importance that the courses students are presently taking in the school life of the student and contributed 6.7% to the total variance. Individually,

satisfaction with Courses Taking Now had a correlation coefficient of .471 with Overall Satisfaction.

Satisfaction with the Student Council refers to the degree of satisfaction that students have with the activities of their student council. Although satisfaction with the Student Council had a high correlation coefficient of .435 with Overall Satisfaction, it only contributed 3.7% to the total variance when entered in the multiple regression equation.

Satisfaction with the Involvement in Important Decisions deals with the students perceptions of the role their ideas and concerns play in important decisions, whether it be decisions made at the school level, school district level, or classroom level. It would appear that the higher the degree of satisfaction with students' sense of Involvement in Important Decisions, the higher the degree of Overall Satisfaction. Although satisfaction with the Involvement in Important Decisions had a higher correlation coefficient (.476) with Overall Satisfaction than did satisfaction with the Student Council (.435), it only contributed to 2.3% of the total variance when entered in the multiple regression equation. It is expected that satisfaction with the Involvement in Important Decisions overlaps more with the satisfaction with the Relationships with Teachers in predicting Overall Satisfaction than does satisfaction with the Student Council.

Satisfaction with Social Relationships in School encompass all the interaction and experiences that would occur within the students' peer structure and entered as the sixth predictor of Overall Satisfaction contributing 1.5% to the total variance. Satisfaction with Social Relationships in School, individually had a correlation coefficient of .388 with Overall Satisfaction. It would appear that the less satisfied students are with their Social Relationships in School, the less satisfied they are with school.

The seventh predictor to enter the regression equation was satisfaction with the Physical Working Conditions in School contributing 0.9% to the total variance. Individually, satisfaction with the Physical Working Conditions had a correlation coefficient of .387 with Overall Satisfaction. Satisfaction with the Physical Working

Conditions in School included students' degree of satisfaction with the school fixtures and school design.

Satisfaction with Sense of Achievement entered as the eighth predictor in the regression equation, contributing 0.6% to the total variance. Although satisfaction with Sense of Achievement had a higher correlation coefficient (.395) with Overall Satisfaction than did both satisfaction with Social Relationships in School (.388) and satisfaction with the Physical Working Conditions (.387), it is expected that satisfaction with Sense of Achievement had a higher correlation with the first predictor, satisfaction with the Relationships with Teachers than did satisfaction with Social Relationships in School and satisfaction with the Physical Working Conditions.

Satisfaction with the Freedom to use own Judgment and with the Freedom to be Creative were highly correlated with Overall Satisfaction individually with coefficients of .461 and .452 respectively. When they were entered into the multiple regression equation, they contributed 0.4% and 0.3% respectively to the total variance. As with the Satisfaction with the Sense of Achievement, it is expected that satisfaction with the Freedom to use own Judgment and with the Freedom to be Creative were highly correlated with the first predictor, satisfaction with the Relationships with Teachers and hence they did not significantly improve the prediction made by the previous predictors.

In summary, this portion of the chapter discussed the predictors of Overall student Satisfaction. The 10 variables were entered first and contributed 1.6% to the total variance in predicting Overall Satisfaction. After this the 20 high school experiences were entered. Relationships with Teachers entered as the first predictor of Overall Satisfaction. Discipline in School, Courses Taking Now, Student Council, Involvement in Important Decisions, Social Relationships in School,Physical Working Conditions, Sense of Achievement, Freedom to use own Judgment, and Freedom to be Creative followed to bring the total variance to 54.8%.

Summary

This chapter presented the analysis of the data in the order established by research problems 3, 4 and 5 identified in Chapter 3.

Research Problem 3: What differences in student satisfaction exist between subgroups based on selected background variables:

a) age
b) grade
c) gender
d) program
e) plans for further education
f) father's highest education
g) mother's highest education?

The data related to the third research problem were examined in an attempt to identify the differences between groups defined by age, grade, gender, program, plans for further education, father's highest education, and mother's highest education; in levels of student satisfaction overall and with various aspects of school. There were no significant differences in the degree of satisfaction between subgroups based on the seven background variables for four of the twenty satisfaction indicators: Social Relationships in School, the Freedom to use own Judgment, Relationships with Administrators, and the Opportunity to Influence Others. That is, students' degree of satisfaction with these four satisfaction indicators were not affected by their age, grade, gender, program, plans for further education, father's highest education, or mother's highest education.

Research Problem 4: What differences, in student satisfaction, exist between groups defined by the following selected variables:

a) the number of school-related extracurricular activities

b) last year's average mark

c) the number of hours working in a paying job after school?

The data collected for the fourth research problem was examined in order to identify the differences in overall satisfaction and satisfaction with various aspects of school

between groups defined by selected variables, the number of school-related extracurricular activities, last year's average, and the number of hours in a paying job after school. Their was a significant difference in the level of satisfaction between those students who did participate and those students who did not participate in extracurricular activities. Overall, those students who participated in at least one school-related extracurricular activity were significantly more satisfied with school overall and with school experiences.

Overall, those students in the 70 and higher group were generally more satisfied than those students with last year's average mark less than 70 with School Overall and with school experiences. There were no significant differences in the level of satisfaction among high school students and the number of hours they work in a paying job after school. A t-test was then performed on the groups defined by whether or not they work in a paying job after school to identify any significant differences in the level of satisfaction among high school students. There were no significant differences between groups for nineteen of the twenty satisfaction items.

Research Problem 5: What high school experiences are predictors of overall student satisfaction?

The data related to the fifth problem was analyzed in an attempt to identify aspects of the school experience that were the best predictors of overall satisfaction. The seven background variables were entered first and contributed 1.6% to the total variance in predicting Overall Satisfaction. After this the twenty high school experiences were entered. Relationships with Teachers entered as the first predictor of Overall Satisfaction. Discipline in School, Courses Taking Now, Student Council, Involvement in Important Decisions, Social Relationships in School, Physical Working Conditions, Sense of Achievement, Freedom to use own Judgment, and Freedom to be Creative followed to bring the total variance to 54.8%.

Chapter 6

Satisfiers and Dissatisfiers as Identified by Students

Chapter 6 presents an analysis of the open ended questions of the study. Research problems 4 and 5 investigated the most satisfying and most dissatisfying aspects of high school students' school experiences. Students were asked to identify their most satisfying and most dissatisfying school experiences.

Satisfiers

Students were requested to identify two aspects of their school experiences which contributed most to their satisfaction with school. A content analysis of the replies to the statement "Please indicate below two things that are most satisfying in your school life" revealed twelve school situations that contributed most to the satisfaction of the respondents. The 1,671 responses by the 1,045 students are presented in Table 6.1 in order of frequency of mention. In the discussion that follows selected comments by students are provided to illustrate each experience that was identified as most satisfying in the respondent's school life.

Peers

Friends and peers were identified as most satisfying by over 22% of the respondents. A female, grade 11 student indicated that "my friends are most satisfying in this school." "My relationship with other students," was most satisfying for a male student in grade 10. A grade 10 female (15 years) stated that her "friendships with people of all cultures and ages" were most satisfying in her school life. The importance of meeting people with similar interests was highlighted by a grade 11 female student who indicated that the most satisfying thing in her school life was to "meet with people my own age, with similar interests."

Table 6.1
School Experiences Identified by Students as Most Satisfying in Their School Life (N = 1671)

Experience	f	%
Peers	373	22
Courses	267	16
Extracurricular Involvement	231	14
Teachers	226	14
Learning Atmosphere	200	12
Non-Class Time	178	10
Facilities	89	5
The Way Students are Treated	52	3
School Policy	18	1
Homework	15	1
Student Council	13	1
Administrators	9	1

Courses

Approximately 16% of the responses indicated that students identified specific courses, scheduling of courses, or number and variety of courses as the most satisfying thing in their school life. A grade 10 male identified "my classes," and a grade 12 male stated "I'm satisfied with my courses and the teachers in the school." Other students indicated satisfaction with the selection of courses. A grade 12 female noted "that we have a very high choice of courses to take." A grade 11 female was satisfied "being able to choose which classes you would prefer and what level you wish to take" and that there were "lots of courses to choose from" (grade 12 male).

Extracurricular Involvement

Approximately 14% of the respondents claimed that involvement in extracurricular activities were a satisfying thing in the school life. Extracurricular activities included field trips, school dances, school clubs, and school sports. A grade 10 female indicated that "being on clubs and teams allows me to get to know more people that are in different grades." A grade 10 male indicated his satisfaction with field trips: "you can go out on field trips and have good fun." Activities planned by the student council, such as "pep rallies" (grade 12 male) and "dances, events, etc." (grade 10 male) were one of the most satisfying things for some respondents. A grade 12 female commented on the planning of school activities, "social events are well-planned..."

A grade 10 female indicated that "my sports activities" were the most satisfying thing in her school life. A grade 11 male, indicated that sports was not only one of the most satisfying things in his school life, but also provided him with a "great deal of pride representing my school." Students also indicated that "playing on the basketball team" (grade 11 female), "being on the cheerleading squad" (grade 11 female), and "playing on school teams" (grade 12 male) were most satisfying.

Teachers

About 14% of the students indicated that teachers were a satisfying part of their school life. Comments ranged from the personalities of teachers ("most teachers are nice," grade 10 male) to their teaching ("they teach quite well," grade 10 female) to their relationships with students ("student-teacher relationships - some of them make you believe they really care," grade 12 female). A grade 10 female indicated that "the teachers are very understanding and very helpful." A second grade 10 female also indicated that "understanding teachers" was one of the most satisfying thing in her school life.

A grade 10 female stated that "the teachers are well picked and know what they are teaching" as a satisfying thing in her school life. A grade 12 male indicated that "teachers are very professional." Students further indicated that "most teachers try to make the courses a little enjoyable" (grade 10 female) or that "they try to make your class as enjoyable as possible" (grade 10 female) as most satisfying in their school experiences. Teachers that demonstrated a willingness to help were indicated as satisfiers in the school life of the respondents: "teachers willing to remain after school to give extra help" (grade 11 male); "teachers sincere participation and willingness to help" (grade 12 female); and "the discipline and care of teachers" (grade 10 female).

Relationships with teachers and teachers attitudes towards students were also indicated as one of the most satisfying things in students' school life. A grade 10 male indicated that "the fact that most of the teachers actually care" was one of the most satisfying things in his school life. "Teachers attitudes with the students" (grade 10 female) and "the way the teachers act upon you" (grade 11 male) indicated the importance of the relationships between teachers and students. A grade 11 female stated "most of the teachers look back and try to remember how they felt in school and the things they liked or disliked so that helps."

Learning Atmosphere

Learning atmosphere included recognition of achievement, sense of achievement, intellectual stimulation, the quality of education, the opportunity to expand horizons, academic achievement, and the school climate. Approximately 12% of the responses indicated that the learning atmosphere was a satisfying thing in their school life. A grade 10 male indicated that "knowing that my classes aren't hard and I do very well just makes me want to get up in the mornings and go to school." A grade 12 male indicated that he was satisfied with learning as he was "able to get a good quality education." A grade 10 male indicated his satisfaction with learning was that he was "learning things that I didn't know I could learn."

"The sense of accomplishment after finishing a course" (grade 11 female), the "fact that I have the opportunity to achieve to my fullest potential" (grade 11 female) and "the students are very well recognized and praised for their work and efforts" (grade 12 female) were indicated as most satisfying.

A grade 12 male and a grade 11 female indicated that "getting good marks" was one of the most satisfying things in their school life. A grade 11 female indicated that "doing above average in my school work" was most satisfying.

"The friendly atmosphere in the school" (grade 12 male) was indicated as a satisfying thing in approximately 2% of the responses. A grade 12 male indicated that "the atmosphere of the community school" was satisfying as "students were always energetic and smiling." A grade 11 male student stated that "the laid back atmosphere: not too intellectual and not too competitive, nice working atmosphere" as a satisfying thing in his school life.

Non-Class Time

Nearly 10% of the replies indicated that students found, "breaks between classes" (grade 11 female), "school holidays" (grade 10 male), "lunch" (grade 10 male), "after

school" (grade 10 male), and "spares" (grade 10 male) as the most satisfying thing in their school life. Further, a grade 12 male indicated that his most satisfying experience in school was "school being over."

Facilities

Nearly 5% of the responses indicated that satisfaction with facilities: school equipment and resources, lockers, library facilities and services, cafeteria, cleanliness of school, school building and surroundings was important in their school life. A grade 11 male stated that "comfortable school surroundings, good working conditions" was most satisfying in his school life. The availability of "computer labs" (grade 11 male) and of "advanced machines, word processors." (grade 12 female) were identified as things that were most satisfying in school life. The "library services are not too bad" (grade 12 male) and "the gym facilities are fairly good" (grade 10 male). A grade 12 male indicated his satisfaction with the "large quantity of resources available for both educational and extracurricular activities." "We have a basically clean, well serviced school which is nice" (grade 12 female).

The Way Students are Treated

The freedom to make decisions, freedom of expression, the opportunity for creativity, being asked of one's opinion and "being treated like an adult almost" (grade 10 female) was most satisfying for approximately 3% of the responses. The freedom to "change or drop your courses if you are not satisfied" (grade 11 female), "communicate openly and freely with the teachers" (grade 11 female), and "do what we want" (grade 11 male) was most satisfying to these students. A grade 11 male indicated that it was most satisfying to "express creativeness, but this only works really good if your teachers can keep you awake and under total attentiveness."

School Policy

Only 1% of the responses indicated that school policy was the most satisfying thing in their school life. Policy included the attendance, smoking, grading, and school policies in general. A grade 10 male replied that the "attendance policy" as one of the most satisfying things in his school life. A second grade 10 male replied that the "smoking area" was one of the most satisfying things in his school life.

Homework

The amount of homework was indicated as a satisfying thing in the school life of a small number of responses (0.9%). "The amount of homework that we receive in our courses" (grade 11 male) and "I don't get much homework" (grade 12 male).

Student Council

A small number of responses (0.8%) stated that student council was a satisfying thing in their school life. It was those students who were a member of the student council that expressed satisfaction, "success in our student council activities" (grade 11 female) and "being a member of the student council and working with other people through the council" (grade 11 female).

Administrators

Approximately 0.5% of the responses indicated that school administrators and counselling personnel were most satisfying in school life. A grade 12 female indicated that it was most satisfying "the way the counsellors are there for you." A grade 10 female stated that "the counselling system is alright." Only 4 students indicated that the "administration" (grade 11 male) was most satisfying in their school life.

Dissatisfiers

Students were requested to identify two aspects of school which contributed most to their dissatisfaction with school. A analysis of the replies to the statement "Please indicate below two things that are most dissatisfying in your school life" revealed twelve school situations as contributing most to the dissatisfaction, of the respondents, with school. The 1,599 replies received from 1,045 students are presented in Table 6.2 in order of frequency of mention. Selected comments by students are provided to illustrate each aspect that was identified as most dissatisfying in the respondents school life.

School Policy

Approximately 20% of the responses indicated that students were most dissatisfied with school policies. Besides general school rules and policies, dissatisfaction was expressed with regards to the attendance, discipline, smoking, transportation and assignment policies. A grade 10 female suggested that "some of the rules make us act and feel like babies." A second grade 10 female indicated that "the rules of our school are very dissatisfying...the strictness in our school."

Students also expressed dissatisfaction with the attendance policy. "I feel that the attendance policy is a lousy rule toward students" (grade 10 male). "If you miss a class then you get a computer call that informs your parents of your absence" (grade 11 female). One respondent felt that "the policies of the school; some are required to keep a good trouble free school system but some just hinder constitutional right handed down by the government..." (grade 12 male).

Dissatisfaction with discipline ranged from "too much" (grade 11 male) to "a lack of" discipline (grade 12 female). Those responses that felt that there was too much discipline included comments such as, "our school is run slightly like a dictatorship, the rules are very strict" (grade 11 female) and "the administration doesn't want people in this school that aren't capable of an 80% average" (grade 11 male). A grade 10 female student

Table 6.2
School Experiences Identified by Students as Most Dissatisfying in Their School Life (N = 1599)

Experience	f	%
School Policy	300	20
Non-Class Time	198	12
Teachers	184	12
Learning Atmosphere	143	10
Homework	138	9
Extracurricular Involvement	121	7
Courses	111	7
Peers	107	7
The Way Students are Treated	94	6
Administrators	81	5
Facilities	72	5
Student Council	48	3

indicated that "discipline is quite low and there is a lot of class time wasted" and a grade 10 male student stated that "the school doesn't emphasize discipline enough."

Dissatisfaction with smoking involved comments regarding the smoking policy, the smoking area, and smoking as an issue. Dissatisfaction with the smoking policy included "no smoking at dances" (grade 10 female), "not allowed to smoke on school grounds" (grade 10 female), and "not being allowed to smoke inside" (grade 11 male). A grade 11 female student expressed dissatisfaction with not being able to go to the smoking area "when you are on a spare you can only go to the library or cafeteria." A grade 11 male student expressed dissatisfaction that the school was "not a smoke free school."

A grade 10 male described his dissatisfaction with the transportation policy as "having to take the transit home." A grade 10 female felt dissatisfaction on the bus, "having to wait for someone to stop and let us go to school."

Non-Class Time

The length of the lunch hour, school day, class periods, and cafeteria experiences were identified as experiences that were most dissatisfying in the school life in approximately 12% of the responses. A grade 10 female and a grade 12 male both indicated that the "lunch hour is not long enough." A grade 12 male indicated that the "class length was too long" and a grade 10 male indicated that "school started too early." "TAP class - takes up time from lunch. The lunch hour should be 15 minutes longer" was a cause of dissatisfaction for a grade 10 male student.

Other concerns identified as dissatisfiers related to the "cooking in the cafeteria" (grade 11 male), the "food in the cafeteria" (grade 11 male), the "expensive food" (grade 10 male", and the "variety and not enough food prepared for students in cafeteria" (grade 12 female).

Teachers

Close to 12% of the responses included comments suggesting dissatisfaction with teachers. Dissatisfaction was expressed regarding teachers following school policy, teaching methods, and teacher communication. Some students expressed dissatisfaction with "the way teachers don't follow policies" (grade 10 male) and "the way the school policy is enforced" (grade 11 male).

A grade 12 male student indicated that "teachers who are consistently rushing over material that normal students cannot finish in that amount of time" was one of the most dissatisfying experience in his school life. A grade 12 student (male) suggested that "some teachers don't go over last days work or even make sure you know it. It's like they don't care." A grade 10 female student expressed dissatisfaction with the "assumptions by teachers that we know what they're talking about," and feel that when teachers are "asking questions...they ignore my feelings about the subject" (grade 10 female).

One student expressed dissatisfaction with teacher communication, "some of my teachers are bad communicators and don't relate to the students (can't relate to people who aren't smart)" (grade 12 female). Further, a grade 10 female student, stated that "teachers (some) are rude and think that because they are a teacher they can treat us in any way they want and we have to put up with it. I feel we should be allowed to speak our opinion." A grade 10 male student indicated that "some of the teachers can be very ignorant, at times that is dissatisfying."

Learning Atmosphere

Marks, failing, marking systems, exams, boring classes, and pressures were causes of dissatisfaction with school for approximately 10% of the responses. A grade 12 male student indicated on of the most dissatisfying experience was that "the hard marking system was not for students" that were "not so academically smart." A grade 12 female student also expressed dissatisfaction with the marking system: "cumulative grading

systems - if a mark for a particular class is low, aceing a test will only raise that mark 2 or 3%. Average systems of grading are more desirable." A grade 11 female student felt that "teachers should keep a constant list up of your average so you can tell where you are at in the program before the end of terms."

Students felt that "too much importance" was "placed on final exams" (grade 12 male) and that "there is too much emphasis on tests, as the departmentals and finals are worth too much of the final mark" (grade 12 female). Other dissatisfying experiences include the type of exams, the number of tests, and the time allotted for exams. A grade 11 female student indicated that "there should be more oral and personal growth" used for testing. A grade 11 female student indicated that there were "too many tests" and a grade 10 female student identified "not enough time for exams" as a dissatisfying thing in her school life.

Some responses included boring classes as a dissatisfying experience in school. "The boredom, doing the same things day in and day out" was identified as one of the most dissatisfying things in school by a grade 12 male student. A grade 10 male student felt the same way, "monotonous, day in, day out, the same thing." A grade 12 male student further identified the teacher as an area of dissatisfaction in class, "class lectures are boring and make people fall asleep. It isn't so much the course, it's usually the teacher."

About 1% of the responses identified pressures as a dissatisfying experience. A grade 12 male describes it, "the pressure is tremendous and I feel like the teachers want me to fail, or they don't care if I do or not. I feel like the school is against me." A grade 12 female describes it as, "the demand of the individual is too great, there is too many pressures accompanied with this advanced day and age."

Homework

Close to 9% of the responses indicated dissatisfaction with homework, the work load, and requirements. A grade 12 female student indicated that the "amount of material is

too overwhelming in many grade 12 courses." Respondents were "discouraged by the amount of homework" (grade 12 female) and "homework that I don't understand because someone doesn't explain it good enough" (grade 11 female). A grade 10 male stated the "the progress of courses was too long on certain parts."

Extracurricular Involvement

Close to 7% of the responses indicated dissatisfaction with the lack of involvement by students and teachers in school activities, school sports, and in special events and the lack of school spirit. A grade 10 female student indicated that "there isn't a large enough variety of clubs and other extracurricular activities" and it was very dissatisfying "when things are cancelled due to low class participation." A grade 11 male student felt that the number of extracurricular activities was low "due to a lack of interest by most teachers." The scheduling of special events concerned a grade 11 male student, "the fact that we have "special" schedules about twice a week."

Dissatisfaction with school spirit included low school spirit, school climate, and lack of trust. A grade 11 female student identified "not enough school spirit" as most dissatisfying in her school life. A grade 10 female student indicated that "there really isn't much school spirit in the teachers as well as the students" and a grade 11 female student felt that "people don't care about this school at all. No school spirit and pride!" A grade 10 female student felt that "teachers don't trust you."

Courses

Approximately 7% of the responses indicated dissatisfaction with specific courses, scheduling of courses, and choice and availability of courses. Students noted dissatisfaction with "the variety and frequency of school courses offered" (grade 11 male); "small number of courses offered" (grade 12 female); "limited activities and courses - not much of what I would be interested in" (grade 10 female); and "the courses I have to take but I don't like" (grade 12 female). Other students felt dissatisfaction with "the class

schedules, I hardly got any classes I wanted or needed" (grade 11 female) and "there isn't enough room in our schedule to take all the courses we wish" (grade 10 female).

Peers

Relationships with other students and the behavior of other students caused feelings of dissatisfaction among 7% of the respondents. The "immature behavior in classes and on busses" (grade 10 female) and those "people who treat the school like it's an institution for "scum" e.g., those that ruin our assemblies and do the exact opposite of school rules" (grade 11 female) were identified as experiences that caused dissatisfaction with school. A grade 12 female student expressed dissatisfaction with the "little interaction between the social groups within the school" and a grade 11 female student expressed dissatisfaction with the "expectations of other students e.g., popularity." A grade 11 female student involved in the student council, identified "the constant negativeness we hear from the students" as an experience that caused dissatisfaction.

The Way Students are Treated

Approximately 6% of the responses indicated dissatisfaction with the way they were treated in school. This includes the lack of respect of other students, teachers, and administrators and the lack of recognition. A grade 12 male student indicated dissatisfaction with "how the administration treats students as if it was an elementary school" and a grade 10 female student indicated that "the school doesn't treat us like adults."

Dissatisfaction with the lack of respect of other students included "the way fellow students treat one another" (grade 10 female); "being yourself in a social way isn't always acceptable" (grade 10 female); "the way people treat you. They never forgive something that happened before" (grade 10 female); and "knowing that some people get treated differently than others. This is stupid everybody should be and get treated the same." (grade 10 male).

Responses included dissatisfaction with the "favoritism among the teacher/student relationships" (grade 10 male) and "the way some of the teachers treat some people better than they treat others" (grade 10 female). Students also felt that their "opinions don't seem to count" (grade 10 female) and that "the teachers/principals never give you the opportunity to explain your side of any story" (grade 11 female).

Respondents indicated dissatisfaction with the lack of recognition, including sense of achievement and individual attention. A grade 12 female student feels "that students don't get recognized enough. Myself, I have devoted many hours in school activities for my 3 years here, and I have never received any recognition." A grade 10 female student expressed dissatisfaction with the lack of recognition, "A lot of times I feel it's like you come to school, do your stuff and leave. Nothing great, no satisfaction just as long as you pass the course and stay away from the Big 40. Why put extra effort - it's not recognized."

Lack of individual attention was indicated as a dissatisfying experience by a grade 10 female student, "there is sometimes little or no opportunity to use your creative talents. Teachers rely too much on what's right or wrong and don't really pay attention to the student as an individual." A grade 12 female student indicated that "unless you are having problems or are a trouble maker, teachers and administrators don't acknowledge your existence."

Administrators

Approximately 5% of the responses contained comments of dissatisfaction with the school administration (including the librarian). The cause for dissatisfaction included the lack of participation by administrators, communication with administrators, and the way the administrators run the school. A grade 12 female student wrote that "administrators don't get involved with the students here. They don't take time to listen to the students. They don't participate with students. Rules or regulations come before students." A second

grade 12 female student indicated she was "unimpressed with some of the administrators and their lack of concern."

Dissatisfaction with the communication with administrators was strongly expressed by a grade 12 male student, "principal is very defensive like you are always doing something wrong toward him. Too phony, he should give up the tough guy act and lighten up." A second grade 12 male student indicated that "the administration isn't up to par. They are too disciplinary therefore students aren't given the freedom to expand their horizons." A grade 11 female student was dissatisfied with the way in which the school was run: "The administration runs the school like it is a prison, and therefore school is very dull."

Facilities

Dissatisfaction with facilities included school design and organization, the width of hallways, the heating and cooling system, locker size, gymnasium time, school equipment, and school funding. Approximately 5% of the responses indicated dissatisfaction with the facilities. Comments indicating dissatisfaction with the school design included "absence of a student lounge in the school" (grade 12 male), "few classes have windows" (grade 12 male), and the crowded hallways (grade 11 male). A male grade 12 student indicated that "the lack of funds the school has and its inability to buy new equipment" as a thing that was most dissatisfying in his school life. The "heating and cooling systems" was a dissatisfying experience for a grade 12 male student.

Student Council

Approximately 3% of the responses included experiences that were dissatisfying related to the student council. Students were disgruntled with the organization of the student council, "quite disorganized, president is never there" (grade 11 female). A grade 10 male student was dissatisfied with the decision-making process that the student council

uses, "student council never asks many people about decisions, only a few chosen. Supposedly to represent more people."

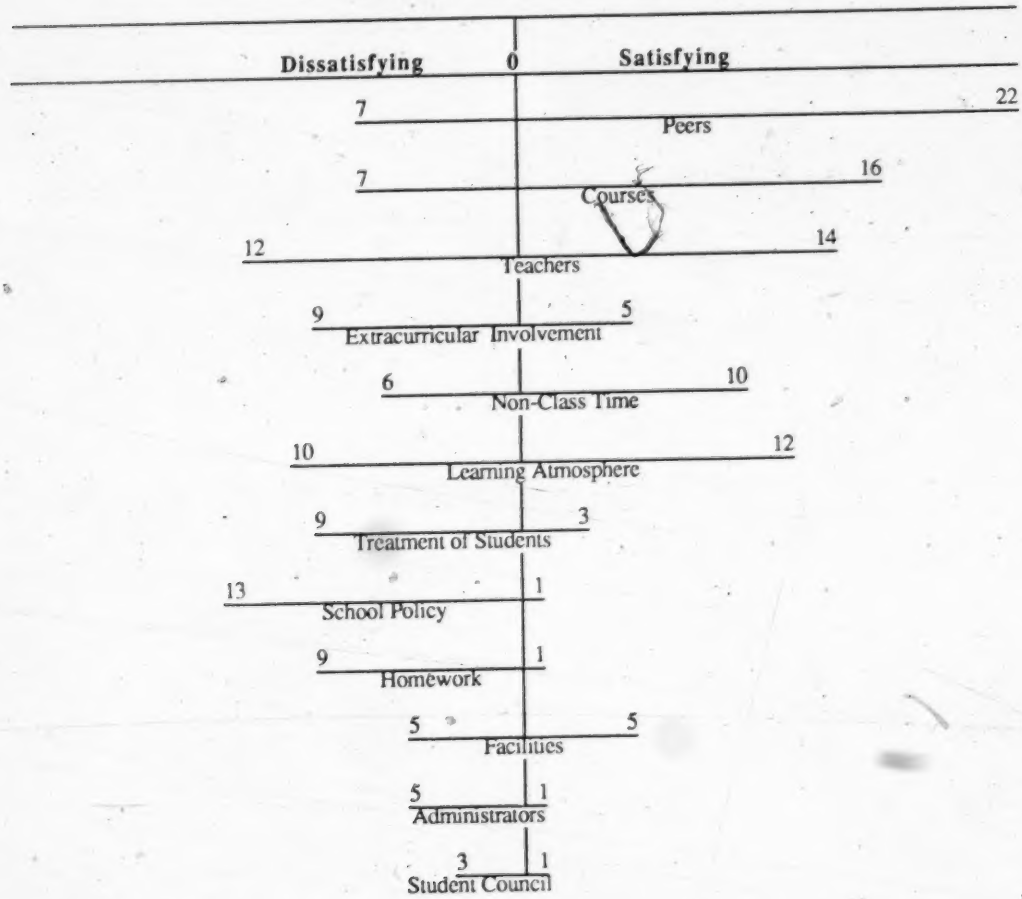
Summary

In summary, this chapter presented an analysis of the two most satisfying and two most dissatisfying school experiences that students identified. The responses indicated that students identified experiences that were both satisfying and dissatisfying: peers, courses, teachers, extracurricular involvement, non-class time, learning atmosphere, treatment of students, school policy, homework, facilities, administrators, and student council. A synthesis of the percentage of students who mentioned these school experiences is provided in Table 6.3.

Table 6.3 provides a comparison of the percentage of students who mentioned experiences that were both satisfying and dissatisfying. Approximately 22% of the students identified Peers as a satisfying experience while 7% identified Peers as a dissatisfying experience. Close to 7% of the respondents identified experiences with Courses as a dissatisfying thing in their school life, 16% identified Courses as a satisfying thing. While 14% of the respondents identified experiences with Teachers as a satisfying thing, 12% identified these relationships as a dissatisfying thing. Dissatisfying experiences with Extracurricular Involvement were identified by 9% of the respondents while satisfying experiences were identified by 5%. Non-Class Time experiences were identified as satisfying to 10% of the students and dissatisfying to 6%. Approximately 12% of the respondents identified experiences associated with the Learning Atmosphere as satisfying, 10% identified these experiences as dissatisfying. While 9% of the respondents identified the Treatment of Students as a dissatisfying thing in the high school life, 3% identified it as a satisfying thing. Experiences with School Policy was identified as dissatisfying by 13% of the respondents, only 1% identified it as a satisfying thing. Homework was identified as a satisfying thing by only 1% of the respondents, it was identified as a dissatisfying

thing by 9%. Approximately 5% of the students identified Facilities as both satisfying and dissatisfying experiences in their school life. Experiences with Administrators were identified as satisfying by 1% of the respondents and as dissatisfying by 5%. Student Council was identified as satisfying by 3% of the students and was identified as dissatisfying by 1% of the respondents.

Table 6.3
Percentage of Students Mentioning
Satisfying and Dissatisfying School Experiences (N = 1045)
(Number of Responses = 3270)



Chapter 7

Summary, Conclusions and Implications

This chapter contains an overview of the study, a presentation of the major findings and conclusions, and an outline of the implications drawn from the findings.

Overview of the Study

The major purpose of the study was to examine the overall level of satisfaction among high school students and their satisfaction with their high school experiences. Seven objectives were established to meet this purpose:

1. To describe the overall level of satisfaction among high school students.
2. To describe the students' satisfaction with their high school experiences.
3. To describe the differences in student satisfaction between groups defined by selected background variables such as age, grade, gender, program, plans for further education, father's highest education, and mother's highest education.
4. To describe the differences in student satisfaction between groups defined by the number of school-related extracurricular activities, last year's average mark, and the number of hours working in a paying job after school.
5. To identify the school experiences that were predictors of overall student satisfaction.
6. To identify the school experiences that high school students claimed were most satisfying.
7. To identify the school experiences that high school students claimed were most dissatisfying.

Practical Significance

Results should be of particular interest to school administrators (principals, superintendents, school board members) and teachers. The practical significance of this study is multidimensional. The results of the study may assist in areas of decision-making (by administrators and teachers) with respect to school programs -- both the financial aspects and the degree of importance a program should have within the school. This analysis goes beyond the satisfaction surv[illegible] carried out in school districts such as Edmonton Public (1982-1987) where the focus was on a few aspects of school life, particularly satisfaction with teachers, principals, peers, activities at school, and the physical plant.

The financial aspect of any school program plays a major role in decisions related to the program. For instance, if results of the study show there is little correlation between participation in student activities and the overall satisfaction, should administrators examine the present level of funding for such programs? Further, if results demonstrate a strong correlation, should administrators increase the funding of student activity programs? The results of this study will, therefore, provide the data to assist in financial related decisions.

Administrators will have information available to evaluate and analyze current student related programs within their schools. The results of the study offer administrators and teachers further insight into the effectiveness of the programs, i.e., are the programs satisfying the needs of the students?

Theoretical Significance

In the theoretical aspect, the study will add to the research on satisfaction. Specifically, it will add to the studies of college student satisfaction and job satisfaction. It will further provide a basis for future studies in these areas.

Conceptual Framework

In this study, high school student satisfaction was conceptualized as a consequence of satisfaction with experiences in high school. In keeping with this conceptual framework, the study examined the overall level of satisfaction among students, the differences in levels of satisfaction between groups defined by seven selected background variables: age, grade, gender, program, plans for further education, father's highest education, and mother's highest education, the differences in levels of satisfaction between groups defined by three variables: number of school-related extracurricular activities, last year's average mark, and the number of hours working in a paying job after school, the most satisfying and dissatisfying experiences of students, and which of the variables were significant predictors of overall satisfaction.

Sample

The respondents were all students enrolled in grade 10, 11, or 12 and present in school on the day of data collection in three high schools. The data was collected in two Alberta school districts.

Research Methodology

Both quantitative and qualltative data were collected using a 33-item survey questionnaire containing three sections: (a) respondent background information, (b) a student satisfaction instrument, and (c) a personal response section.

Quantitative data were collected in the sections on respondent background information and the student satisfaction instrument. The student satisfaction instrument was an adapted version of the "Job Satisfaction Questionnaire" used by Sarros in his 1985 study entitled "Educator Burnout and its Relationship to Job Satisfaction, Role Clarity, and Job Challenge." The "Job Satisfaction Questionnaire" was adapted to include factors

directly affecting students with their high school experiences. Any job related factors were deleted as they were not necessary for the scope of this study.

Qualitative data were collected in the personal response section of the questionnaire, where students were asked to identify the two things that were (1) most satisfying and (2) most dissatisfying in their school lives.

Descriptive data analysis techniques such as frequencies and percentage frequencies, means, and percentage responses were used to describe the sample. Analysis of variance, t-test comparisons, and multiple stepwise linear regression analysis were used to examine relationships between overall satisfaction, satisfaction with aspects of the school experiences and the background and selected variables. The qualitative data were subjected to content analysis to list and categorize the responses.

Summary of the Findings

In this study, high school student satisfaction was conceptualized as a consequence of satisfaction with experiences in high school. In this, the following problem was investigated:

> To what extent is student satisfaction with their high school experiences and with school overall a function of age, gender, grade, program, father's highest level of education, mother's highest level of education, the number of school-related extracurricular activities, last year's average mark, and the number of hours in a paying job after school?

The study examined the overall level of satisfaction among students, the differences in levels of satisfaction between groups defined by seven selected background variables: age, grade, gender, program, plans for further education, father's highest education, and mother's highest education, the differences in levels of satisfaction between groups defined by three variables: number of school-related extracurricular activities, last year's average mark, and the number of hours working in a paying job after school, the most satisfying and dissatisfying experiences of students, and which of the variables or satisfaction

indicators were significant predictors of overall satisfaction through seven sub-problems. Each of the sub-problems is stated below, along with a summary of the major related findings.

Research Problem 1: Overall Level of Satisfaction Among High School Students

What is the overall level of satisfaction among high school students?

Students were asked to identify their level of satisfaction with School Overall by responding to a Likert-scale question ranging from "very satisfied" to "very dissatisfied". Approximately 12% indicated they were very satisfied, 37% were moderately satisfied, and 31% were slightly satisfied. Only 3% of the respondents indicated they were very dissatisfied.

Research Problem 2: Students' Satisfaction with Their High School Experiences

What are the satisfaction levels of students with their high school experiences?

At least 80% of the respondents expressed some degree of satisfaction with their Relationships with Students, the Courses they are Taking Now, their Social Relationships in School, and their Sense of Achievement. Approximately 75% of the respondents indicated they were at least slightly satisfied with the Relationships with Teachers, the Opportunity to use their Abilities, the Opportunity to Influence Others, the Physical Working Conditions in School, the Recognition of Work, the Freedom to be Creative, the Praise for Doing Good Work, and the Testing and Grading. Students also indicated satisfaction with Intellectual Stimulation (69%), the Freedom to Use own Judgment (66%), the Amount of Homework (65%), the Discipline used in School (64%), the Student Council (62%), and the Attendance Policy in School (60%). Students indicated they were less satisfied with their Involvement in Important Decisions (51%) and their Relationships with Administrators (48%).

Research Problem 3: Differences in Satisfaction Levels Between Groups Defined by Selected Background Variables

What differences, in student satisfaction, exist between groups defined by the following selected background variables: a) age; b) grade; c) gender; d) program;

e) plans for further education; f) father's highest level of education; g) mother's highest level of education

Age. A significant difference in student satisfaction between groups defined by age occurred in only one case. Students who were 18 years of age or older were significantly more satisfied with the Amount of Homework than those students who were between 15 and 17 years of age. The age of the students did not significantly affect overall student satisfaction.

Grade. Significant differences in student satisfaction occurred between groups defined by grades in three circumstances. Students in Grade 10 were significantly more satisfied with their Involvement in Important Decisions than students in Grade 11. Students in Grade 12 were significantly more satisfied with the Attendance Policy in School than students in Grade 11. Finally, students in Grade 12 were significantly more satisfied than both students in Grades 10 and 11 with their Relationships with Teachers. The trend of the data appeared to indicate that students who were in a higher grade were more satisfied than the students in a lower grade.

Gender. A significant difference between males and female occurred in the level of satisfaction with the Physical Working Conditions in School and the Involvement in Important Decisions. Males were significantly more satisfied with the Physical Working Conditions in School and females were significantly more satisfied with their Involvement in Important Decisions. Overall though, individual gender does not appear to affect student satisfaction.

Program. Students enrolled in a university entrance program were more satisfied for eleven of the twenty satisfaction indicators. In particular, they were more satisfied with school overall than those students enrolled in a general/vocational program.

Plans for Further Education. In general, those respondents who indicated that their plans for further education included completing college, obtaining a university degree, or entering a graduate program were significantly more satisfied with the Opportunity to use

Abilities, the Relationships with Students, the Praise for Doing Good Work, the Physical Working Conditions in School, Testing and Grading, Sense of Achievement, the Recognition of Work, Relationships with Teachers, Intellectual Stimulation, Attendance Policy in School and the Courses Taking Now than those students with plans to complete Grade 12 or less or those students with plans to take some college/university courses. There was a consistent trend in differences between groups based on students' plans for further education. Those students who planned to complete college, obtain a university degree, or enter a graduate program were more satisfied.

Father's Highest Level of Education. Significant differences in the level of satisfaction occurred between groups defined by father's highest level of education in five cases. Overall, students who indicated that their father had either completed college or had a university degree were significantly more satisfied with the Freedom to be Creative, the Opportunity to use Abilities, the Physical Working Conditions in School, the Discipline used in School, and Overall Satisfaction with School than those students who indicated that their father had some college/university experience, had completed high school, or had completed elementary/junior high only. On the whole, student satisfaction is not strongly related to father's level of education.

Mother's Highest Level of Education. There were significant differences in the level of satisfaction between groups defined by mother's highest level of education in only two cases: Physical Working Conditions in School and Relationships with Teachers. Those students who indicated that their mother had a university degree were significantly more satisfied with the Physical Working Conditions in School than those students whose mother had completed college or those students whose mother had completed elementary/junior high school only. In addition, students who indicated that their mother had completed college or had a university degree were significantly more satisfied with their Relationships with Teachers than those students who indicated that their mother had

completed elementary/junior high school only. On the whole, student satisfaction was not substantially related to mother's level of education.

Research Problem 4: Differences in Satisfaction Levels Between Groups Defined by Selected Variables

What differences, in student satisfaction, exist between groups defined by the following selected variables: a) the number of school-related extracurricular activities; b) last year's average mark; c) the number of hours working in a paying job after school

Number of School-Related Extracurricular Activities. There was a significant difference in the level of satisfaction between those students who did participate and those students who did not participate in extracurricular activities. Those students who did participate in at least one extracurricular activity were significantly more satisfied in all cases except: the Praise for Doing Good Work, Testing and Grading, Recognition of Work, and the Amount of Homework. There were no differences on these four indicators.

Last Year's Average Mark. The results of the analysis indicated that, based on last year's average mark, students with a mark in the 70 to 100 range were significantly more satisfied than those students in the less than 70 range. Significant differences occurred between the two groups with the Social Relationships in School, Relationships with Students, the Amount of Homework, the Freedom to use own Judgment, and the Opportunity to Influence Others.

Number of Hours in a Paying Job After School. There were no significant differences in the level of satisfaction among high school students and the number of hours they work in a paying job after school. In a further analysis to determine whether there were significant differences between those students who worked and those students who did not work in a paying job after school only one difference occurred. Those students who did not work in a paying job after school were somewhat more satisfied with the Praise for Doing Good Work than those students who did work in a paying job after school.

Research Problem 5: Predictors of Overall Student Satisfaction

What high school experiences are predictors of overall student satisfaction?

The data related to the fifth problem was analyzed in an attempt to identify aspects of the school experience that were the best predictors of overall satisfaction. The seven background variables and the three selected variables were entered first and contributed 1.6% to the total variance in predicting Overall Satisfaction. After this the twenty high school experiences were entered, Relationships with Teachers entered as the first predictor of Overall Satisfaction. Discipline in School, Courses Taking Now, Student Council, Involvement in Important Decisions, Social Relationships in School, Physical Working Conditions, Sense of Achievement, Freedom to use own Judgment, and Freedom to be Creative followed to bring the total variance to 54.8%.

Research Problem 6: Most Satisfying Experiences

What high school experiences do students find most satisfying?

Students identified (in order of percentage frequency) peers, courses, extracurricular involvement, teachers, learning atmosphere, non-class time, facilities, the way students are treated, school policy, homework, student council and administration as being the most satisfying experiences in their school life.

Research Problem 7: Most Dissatisfying Experiences

What high school experiences do students find most dissatisfying?

Students identified (in order of percentage frequency) school policy, non-class time, teachers, learning atmosphere, homework, extracurricular involvement, courses, peers, the way students are treated, administrators, facilities, and student council as being the most dissatisfying experiences in their school life.

Conclusions

The following conclusions were drawn from the findings of the study and the preceding discussion of the findings in relation to the literature.

1. On average, high school students were generally satisfied with their high school experiences and with school overall.

2. Students were particularly satisfied with their social relationships in school and the courses that they were presently taking.

3. High school students were particularly dissatisfied with their relationships with administrators, their involvement in important decisions, and the attendance policy in their school.

4. Personal background variables of students (age, grade, gender, father's highest level of education and mother's highest level of education) were not significantly related to the degree of satisfaction expressed by students.

5. Background variables related to school, program and plans for further education, were related to student satisfaction. Those students who were entered in a university entrance program and those students with plans to complete college or university were generally more satisfied with school overall.

6. Academic achievement (last year's average mark) was related to student satisfaction with school. High school students with their average mark in the 70 - 100 range were significantly more satisfied with school than those students in the < 70 range. This is consistent with the previous conclusion as the average mark to enter a university program is 70.

7. The number of school-related extracurricular activities that students participated in had no significant impact on student satisfaction. There was a significant difference in student satisfaction if a student participated in school-related extracurricular activities. On the whole, those high school students who did participate in school-related extracurricular activities were significantly more satisfied with school overall and with school experiences.

8. Generally, student satisfaction was not related to the number of hours students worked in a paying job after school.

9. Student satisfaction was not related to the student working or not working in a paying job after school. There was no difference in the level of student satisfaction with school overall and with school experiences.

10. Student satisfaction with their relationships with teachers was the best predictor of overall satisfaction.

11. Students identified experiences in their school life as being both satisfying and dissatisfying.

12. Student satisfaction with school overall is not related to background variables but is related to student experiences within the school environment.

Implications for Research and Practice

Implications drawn from the findings of the study are reported in this section under the headings of theory and research, and practice.

Research

Students were particularly satisfied with the courses that they were presently taking. This ties in with the best predictor of student satisfaction with school overall, relationships with teachers. Further research should attempt to delineate the course and the role that the teacher has in presenting the course. Students may have responded to satisfaction with the teacher as opposed to satisfaction with the content material in the course.

Students were particularly dissatisfied with their relationships with administrators, their involvement in important decisions and the attendance policy in their school. Expanding the research of Holland (1985 - personality types) and Moos (1978 - classroom types) to administrators would provide an interesting comparison to determine whether these factors affect student satisfaction.

This study revealed that there was little relationship between personal background variables (age, grade, gender, father's highest level of education, and mother's highest level of education) and the degree of student satisfaction. In previous research, these background variables did play a role in measuring the degree of student satisfaction (Hellyer, 1974; Isherwood & Hammah, 1981; Rich & Darom, 1981; Epstein & McPartland, 1976; Wolk & Solomon, 1975; Goodlad, 1984; Feather, 1974). Future research involving the relationship between background variables and student satisfaction should examine the changes that have occurred in school life and in family life since the earlier research was done. These situational changes could address the difference in impact that these background variables have had on student satisfaction.

The background variables related to school (program and plans for further education) and last year's average mark were related to the level of student satisfaction in this study. Students whose last year's average mark was in the 70 - 100 range, who were in a university entrance program, and who planned to complete college or university, were generally more satisfied with school overall. A longitudinal study of students that come through school, examining the factors that have affected change in students would provide a profile of the satisfied and dissatisfied student.

Studies exploring the causal relationships that occur between the items that do affect student satisfaction would be beneficial. An example of the causal relationships is answering a question such as: Does the students' satisfaction level with the relationship with the teacher affect the students level of achievement, or does the level of achievement determine the level of satisfaction with the relationships with teachers?

In this study, the degree of student satisfaction with school overall and with school experiences was not related to students working or not working after school or the number of hours worked in a paying job after school. Previous research indicates that there is no significant effect of working after school on academic achievement (Green and Jaquess,

1987; D'Amico, 1984), on a student's attachment to school (Gottfredson, 1985), and that there is a negative impact on student's enjoyment with school (Steinberg et al., 1982). If enjoyment with school can be equated to satisfaction with school, then further research studies should be involved in examining the effect of working after school on student satisfaction.

Extracurricular activities have long been seen as important in a students school experience. The results of this study suggest that extracurricular activities continue to play an important role in the school experience. The causal relationship between the satisfaction level of students and participation in extracurricular activities would be interesting to pursue, that is do students feel satisfied with school prior to participation in extracurricular activities or vice versa?

The role of the teacher continues to play an important role in a students' school experience. Student satisfaction with their relationships with teachers was the best predictor of overall satisfaction. Further analyses of these relationships could include the examination of Holland's personality types, Brassard's reinforcement theory, and Moos' classroom types. There may be a complex relationship between personality types, classroom types, and reinforcement theory in understanding student relationships with teachers.

Those experiences that students have identified as satisfying and dissatisfying have not changed significantly over time. Beelick's 1973 study identified "teacher behaviour, school policy and administration, and interpersonal relations with peers" (p. 20) as sources of dissatisfaction for students. These items were also identified in the present study as sources of dissatisfaction as well as sources of satisfaction. To examine this further, an indepth interview of students to identify particulars regarding these sources would provide further insight into how a student "sees" their school life.

Practice

The finding that suggests that relationships with teachers is the best predictor of overall satisfaction is of practical significance to school system administrators. No longer, when employing teachers should academic excellence be the only determining factor. Teachers interpersonal skills are key factors in student satisfaction. It is important for administrators to be aware of this. Further, teachers also need to be aware of the impact their relationship with students has on the level of student satisfaction.

The role of extracurricular activities in student satisfaction is significant. Administrators and teachers alike should be made aware of this, particularly in this time of fiscal restraint. Extracurricular activities continue to play an important role in students' school lives and should continue to be sponsored and supported by the school.

Administrators should closely examine and interpret the finding that students are generally dissatisfied with their relationships with students. Administrators should examine how they perceive their role within the school and compare it to students perceptions. Administrators must develop an awareness of the level of interaction between students and themselves and strive to increase it.

Generally, students were dissatisfied with their involvement in important decisions within their schools. Teachers and administrators both play a role in student involvement in important decisions. The important decisions are classroom as well as school based. In this matter, future research could examine specifically whether it is classroom decisions or school decisions that the student is particularly dissatisfied with and the impact of each.

Student dissatisfaction with the attendance policy in their school could be related to the general dissatisfaction with involvement in important decisions and the relationship with administrators. Once again, administrators will need to examine their role within the school and the role of the student.

Teachers must be made aware of the importance of the quality of school life for students. Students in this study indicated the importance of being treated in a fair and just manner and of teachers showing that they care. Teachers should, hence, work towards an environment where fair and just treatment and caring are fostered. In the process of establishing this environment, students should be involved in periodic opportunities to express their opinions about their classroom and school. This would assist teachers and administrators in planning for a caring school culture, and in assessing the health of their school's culture.

In this light, administrators must encourage the building of the teacher culture of caring. As students are stressing the importance of human interaction in their school lives, administrators must play a vital role in ensuring that this "caring culture" is being established in their schools.

It is important for administrators to become aware of the importance of the role student satisfaction has on the future of the school system. Student satisfaction with school and the school system leads to client satisfaction in the future. Student satisfaction is an end in itself.

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APPENDIX

THE QUESTIONNAIRE

Please Note:

- Answer sincerely and accurately; we want your opinion.
- Work quickly, and answer every question as well as you can.
- All responses are anonymous and confidentiality is guaranteed.
- Do not put your name on this questionnaire.

Part A

Please circle the correct response for the following:

1.	Your grade	1	ten	5
		2	eleven	
		3	twelve	
2.	Your sex	1	male	
		2	female	6
3.	Your program	1	matriculation/advanced diploma	7
		2	general	
		3	vocational/commercial	
4.	In how many school-related extra-curricular activities do you participate at the present time? (examples: sports, cheerleaders, school clubs, student union, etc).	1	none	8
		2	one	
		3	two	
		4	three	
		5	four or more	
5.	Your last year's average on the final report card was about	1	below 40	9
		2	40 - 49	
		3	50 - 59	
		4	60 - 69	
		5	70 - 79	
		6	80 - 100	
6.	Your plans for further education are as follows:	1	not to complete high school	10
		2	complete grade XII only	
		3	take some university, technical or college work	
		4	complete a college or technical institute program	
		5	obtain a university degree	
		6	obtain a graduate degree (Master's or doctoral)	
7.	What is your father's highest level of education?	1	elementary school	11
		2	junior high	
		3	senior high	
		4	some college or university	
		5	completed college or technical institute program	
		6	university degree	

8.	What is your mother's highest level of education?	1 2 3 4 5 6	elementary school junior high senior high some college or university completed college or technical institute program university degree	12
9.	Do you have a paying job after school	1 2 3 4 5 6	no less than 5 hours a week 6 - 10 hours a week 11 - 15 hours a week 16 - 20 hours a week 21 or more hours a week	13
10.	Please state your age	_____		14,15

Part B

Please rate your degree of satisfaction with your school experiences according to the following scale:

Very Dissatisfied	Moderately Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Moderately Satisfied	Very Satisfied
1	2	3	4	5	6

Circle the selected number following each item:

Indicate how satisfied you are with each of the following aspects in your present school.

		Very Dissatisfied					Very Satisfied	
1.	Freedom to be creative	1	2	3	4	5	6	16
2.	Social relationships in school	1	2	3	4	5	6	
3.	The opportunity to use your abilities	1	2	3	4	5	6	
4.	Relationships with students	1	2	3	4	5	6	
5.	The praise you get for doing good work	1	2	3	4	5	6	
6.	Physical working conditions in school	1	2	3	4	5	6	
7.	Testing and grading	1	2	3	4	5	6	
8.	Your sense of achievement	1	2	3	4	5	6	
9.	Recognition of your work	1	2	3	4	5	6	
10.	The amount of homework	1	2	3	4	5	6	
11.	Freedom to use your own judgment	1	2	3	4	5	6	
12.	Relationships with teachers	1	2	3	4	5	6	27

		Very Dissatisfied					Very Satisfied	
13.	Your involvement in important decisions	1	2	3	4	5	6	28
14.	Relationships with administrators	1	2	3	4	5	6	
15.	Intellectual stimulation	1	2	3	4	5	6	
16.	Discipline used in your school	1	2	3	4	5	6	
17.	Attendance policy in your school	1	2	3	4	5	6	
18.	The courses you are taking now	1	2	3	4	5	6	
19.	The opportunity to influence others	1	2	3	4	5	6	
20.	Your student council	1	2	3	4	5	6	
21.	Your overall satisfaction with your school	1	2	3	4	5	6	36

Part C

1. Please indicate below two things that are most satisfying in your school life.

   1.

   2.

2. Please indicate below two things that are most dissatisfying in your school life.

   1.

   2.

Thank you very much!